

The Clearing House

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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

1,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES

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THE CLEARING HOUSE

A journal for modern junior and senior high schools

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An 8-point plea:

Teacher Responsibility to the STUDENT COUNCIL

By GERALD M. VAN POOL

THE STATE student-council convention had just been adjourned but numerous small groups of student and faculty delegates still lingered in the auditorium, comparing notes, jotting down addresses, informally evaluating the two days of intense student-council activity, and speculating on the future of their individual high-school student councils.

"I have so many new ideas that I can hardly wait to try them all out," exclaimed one girl, bubbling over with newly-discovered enthusiasm.

"This is the best meeting I ever attended," responded another. "If we don't have a good student council this year, with all the stuff I learned, it won't be my fault."

Many others eagerly told of their experiences, the new tactics they had discovered, different projects for their councils to use, and new and better methods of doing the daily routine tasks of any good student council. The festive and excited air of happy accomplishment was shattered, however, by a boy who had said very little but had listened, rather glumly, to all the others.

Finally he burst out, "I've had a swell time and I've learned a lot of things. But nothing is going to change when I get back. All of us from our school are rarin' to go

and make our student council one of the best in the state, but we won't be able to do a thing."

Everyone talked at once. "Why not?" "What's wrong in your school?" "Who's going to stop you?" "Isn't that why you came here? To do a better job back home?"

When he could finally get a word in, the first boy tried to answer all the questions at once. "We have a student council in our school but it doesn't amount to much because we can't get any help from the teachers! We students get a lot of swell ideas and try to sell them to the teachers but they don't want to be bothered with our plans. They tell us they have too much to do without trying to help the student council try out all kinds of fancy plans. Why, I heard at this convention about one council that goes from door to door at election time and distributes circulars asking all voters to get out and vote. Do you suppose we could do that in our school? I should guess not!

"We tried to have a big homecoming dance last fall but of course we had to have chaperones, just like at every other school dance. We asked every teacher in our school to chaperone at that dance and out of almost forty teachers do you know how many agreed to help us out? Three! That's all. Just three! The principal finally had to

assign some teachers to the job and you can imagine how happy they were about that!"

Of course, there were many expressions of shocked surprise that teachers should find it inconvenient to assist the student council, and immediately the whole group began to give suggestions on how to interest the faculty in what the student council is trying to do. But the convention was over; most of the delegates had to catch trains or jump into the cars already impatiently snorting at the curb ready to start homeward.

The dejected delegate with his teacher problem finally left, to go back to what must have been an unpleasant and frustrating situation.

Possibly his school was an extreme case. Possibly there were mitigating circumstances which, if described and fully understood, would have explained the apparent reluctance of his faculty to assist with student-council work. But, even if such were the case, it would not explain the fact that in almost every student-council convention, at any level, there is usually one discussion group with some such title as: *How Can the Student Council Reduce Friction Between the Students and the Faculty?*

This must be a rather common problem in high schools. In fact, one prominent student-council sponsor wrote to me that one of the services of the National Association of Student Councils should be some kind of a campaign to make the entire faculty as aware of, and as keenly interested in, the student council as are the sponsors and council members.

She maintained—and I agree wholeheartedly with her—that the student council is the one high-school organization which represents everyone in the school; that it is the one over-all organization which coordinates—or at least ought to coordinate—all high-school student activities. Such being the case, she argued, the student council is not just another club, one in which just a few might be interested. It is understandable that not too many students or teachers

would be interested in the Latin Club, the Math. Club, the Science Club, etc. These and all the other clubs have a more or less limited appeal—an appeal to people who like the things that those clubs do. But the student council is the one organization in the high school that reaches everyone in its attempts to teach good citizenship. Therefore, as we are probably all citizens, the student council works for all of us and with all of us and deserves our support.

I agree! I agree! But how can we convince the entire faculty of the average high school that the student council is their concern just as much as it is the concern of the one chosen to be the council sponsor?

What help can we give student councils which ask—even beg—for understanding cooperation from the faculty? What can we do to enable delegates to come home from an inspiring convention, faces aglow with the excitement of wonderful plans for a new student-council year, to begin their work with the knowledge that their teachers are with them, supporting them, and giving them their best cooperation? How can we assure even the ordinary student council that has just been elected, that hasn't been anywhere, that the faculty of the school believes in them to the extent of giving practical help and guidance, moral support, and friendly understanding?

There are dozens of things we can do. If we really want to!

1. Every teacher in the school can make himself familiar with the aims and objectives of the student council, its philosophy, and its purpose for existing. On some occasions I have chided student-council members, however gently, because they don't know exactly what they and the council are supposed to do. In too many cases, neither do the teachers.

All should know that the student council does not try to run the school—but that through the student council, the students of the high school have a means of expressing their opinions. The student council is a forum of public opinion, an agency

through which students learn to be good citizens by practicing good citizenship. The faculty should know and understand this.

2. The faculty should evince an interest in the development of good citizens. We have all about us, on every hand, evidences of bad citizenship, so it is logical to suppose that the honest and sincere teacher should be interested in organizations that try to develop good citizens. This interest must not only be felt; it must be demonstrated. Members of the student council need to know immediately that they can come to their teachers with student-council problems and that they will not be turned away.

3. Students have the right to feel that they can ask for the cooperation of teachers on any number of projects and that they will receive it. This cooperation may be of many forms: a word of advice; chaperonage of a dance; assistance with posters; assistance in writing a newspaper article; or any of the hundreds of little things a teacher can do to cooperate with the student council.

I, having been a teacher for some twenty years, know full well the many demands made upon a teacher's time and energies. I also know full well that sometimes the only reward a cooperative teacher gets is another batch of requests for more help. One teacher complained, and with good reason, "I'm too good natured. I do everything the kids ask me to do and what happens? When someone else wants a job done, who is asked to do it? You guessed it, I'm the one. Some of the other teachers think I'm a sucker and maybe I am."

The trouble here, I imagine, is not that this one teacher does too much but that the others on the faculty don't do enough. If every teacher fulfilled his duties as well as the teacher just mentioned, then there would be little need for any one such teacher to carry the full load.

4. Mistakes will be made, by students as well as teachers. It is unfair for teachers constantly to point to a student-council failure and ask why they should help the

EDITOR'S NOTE

The student-council idea is one of the most promising developments in our sometimes faltering education-for-democracy movement. Student government has prospered, or survived, in the face of many handicaps. Here Mr. Van Pool is concerned only with the handicaps that result from faculty members' attitudes. Addressing every teacher on the faculty of every secondary school, he asks eight things of them in behalf of the student council. Is he asking too much, or barely enough? The author is director of student activities, National Association of Student Councils, Washington, D.C.

council: "The council doesn't do anything right, anyway." I was told of a situation in which the principal disbanded the council because it had not solved the noon-hour recreation program in one semester, a problem the faculty had wrestled with for years. If mistakes are made, and they will be, it is only right for teachers to point them out but only as a guide to future action and not as something to throw into the faces of the council for years to come. The council is not to be condemned for an honest mistake.

5. The council should never be disparaged, in public or in private. Nor should council members be embarrassed or humiliated. I know of instances in which a student-council member returned to class after a council meeting to be greeted in some such fashion as this, "Well, here's Mr. High and Mighty! So you decided to favor us with your presence again. I don't know if we can stand it to be in the same room with the president of the student council."

Another teacher told a student-council member, "You can't be in my class and be on the council. I need every minute of the period, every day, and if you're going to miss class you may as well drop out."

And still another, "We're supposed to have a report today from our student-coun-

cil representative but we haven't time. We need the time for the lesson and can't waste a minute of it on this report."

These are only a few samples of the kind of things some teachers say to and about the student council. How can we expect the school to respect the council, to cooperate with it, to support its projects if some teachers are constantly saying deprecatory things about the council and its members? It is quite obvious that teachers of this type are convinced that what is important in school is the *subject*, not the *child*!

6. Praise where possible and criticize, if necessary at all, in private. Everyone likes to be told whether he is doing a good job and the members of the student council are no exception. If the council members have done good work, tell them so. If they have made mistakes, take them aside and offer sympathetic advice. Be patient and remember that the student council is primarily a teaching device. If it is not possible to see the results of student-council work immediately, there is no reason for being discouraged or angry. Sometimes there will never be readily apparent results, but this does not mean that nothing was accomplished. Like bread cast upon the waters, we don't always know when we have taught and when the student has learned. Therefore, we must be patient and just hope that everyone who comes into contact with the student council has, somehow, been changed by the experience.

7. It is not a sign of weakness to call upon students for help. It is not a sign of failure for a teacher to admit that a certain problem in school has him licked! Maybe a student can solve it. Maybe it's a problem for the council. If so, we should not feel humiliated to call upon students for their help. Even for advice. It is not unreasonable to ask some students to sit in on a faculty meeting in order to get their viewpoint. Students want to feel that they are needed and that the student council is an organization through which the students can render valu-

able assistance to the school's program.

8. Remember that the school belongs to all—it is not the teacher's school nor is it the student's school. If such, then, is the case, teachers have a real responsibility towards their students and must feel that the opinion of a student is at times as valuable as that of any member of the faculty. No longer is it "smart," if ever it was, for a teacher or principal to say, with what is supposed to be indignant self-righteousness, "No kid is going to tell me how to run my school!"

Well, no student wants to run your school, Mr. Principal. All he wants is to be treated as a human being with ideas, suggestions, plans, projects, and maybe a few complaints. He has the right to be heard by the faculty; he has a right to expect sympathetic cooperation, understanding, and friendly assistance. Teachers can do a great deal toward making the student council work and toward establishing a pleasanter and more congenial school community if they will remember, and practice, the following:

1. Know exactly and specifically what the student council really is.
2. Demonstrate a healthy interest in what the council is doing.
3. Cooperate with the council when asked, and even if not asked.
4. Understand that not all council projects will be successful.
5. Be sympathetic and understanding—never cynical, sarcastic, or disparaging.
6. Praise council members when possible; criticize in private.
7. Seek student help if necessary; make the council work by giving it some work to do.
8. Remember that the school is a cooperative enterprise.

It may be Utopian to expect all of these things to come to pass. But if any fair share of the preceding suggestions is carried out by any appreciable number of faculty members, I can foresee a glorious future for the student council and its lofty ideals of better citizenship through better leadership!

DON'T BLAME YOUTH:

A principal gets down to cases

By ANNA E. LAWSON

GOOD MORNING," said a discouraged looking mother, as she sat down in the comfortable roomy chair beside my desk. Although this mother was well groomed and evidently belonged to the so-called upper middle class, everything about her manner said that it was not a good morning with her.

"I want to enter my daughter, Janet, in your junior high school," she continued, "but do you mind my saying that I am utterly astonished at the behavior of the young people here in the city? It was bad enough in the small town from which we moved, but it seems to be much worse here. In fact, one reason why I was glad to move was because I thought that you school people in the city were paid better, and so you would be able to do more for the children.

"Why, do you know," she went on, her discouragement giving way to belligerency, "I was nearly knocked down on the bus when I took my son to enter him in high school yesterday. I saw two boys sitting in a rear seat gambling, yes, actually gambling. Those high-school boys and girls are hoodlums and bad characters. Your junior-high-school pupils are just as disgraceful, too. When we stopped at the corner store this morning to buy my daughter some pencils we saw—"

"Good morning, Janet," I said, offering her my hand. "Welcome to our school. Perhaps I can prove to you and to your mother that her first impression is not wholly correct."

The girl looked puzzled for a second and then gave me a flabby hand in return, but she accompanied it with a radiant smile. I liked the girl at once, and wondered how

I might be able to help the mother.

"Don't mind Mom," said Janet. "My brother and I were crazy to come to the city. These kids are all right. Mom always talks like that."

The mother sighed. I still liked the girl. The details of admitting her to school were soon completed, and I made a penciled memo to myself to see more of this girl and to discuss her with her guidance counselor.

"Well," said the mother, "it's good to have them settled at last. I'll be going now."

"Wait a minute," I insisted. "I am sure that you will be interested in knowing some of the splendid things the pupils in this junior high school are doing. They are also doing an excellent job in the high school where you placed your son yesterday. Our youngsters aren't all wrong. If you can spare twenty minutes, let me show you some of the high spots in our building."

"I am sorry," the mother replied, smiling, "but I have several appointments. I am sure that my daughter is in good hands. I'll be running along."

"But may I ask you to attend the next meeting of our Parents' Association?" I persisted. "Won't you and your husband join us next Tuesday evening at eight o'clock?"

"Oh, it is far too soon for us to tie ourselves down to joining a parents' association," she parried. "You see, we are just getting settled in the city, and we want to sort of look the ground over before we join any groups. I really must be going now."

And she bustled out of the office. All the discouragement that she had shown on

entering and the petulance that she had worked up in her tirade had disappeared completely. Her children were comfortably disposed of. She could now throw off the problem of their schooling entirely.

I closed my office door and went into a brown study.

"What is wrong?" I asked myself for the millionth time.

I know that some of our children give the appearance of hoodlums. I know that many go too far in their rebellion against accepted codes of behavior. Some of them utterly defy parental control, scoff at religion, go to excesses in drinking and in sex affairs, and flout all safety rules. Yet when a wise teacher or leader or parent tries to guide either a large or a small group of young people, at least ninety-seven per cent of them can be moulded, directed, developed, controlled, or even ruled. When a major interest of our boys and girls can be found, there is no limit to their ability, to their power to work, and to the results that they are able to achieve in carrying out any sort of project. Of course this wise leader must sometimes have a hand in helping to inspire that major interest.

"We must not blame these children," I said to myself. "The fault lies elsewhere. Whom shall we blame? The educators? Society? The parents? These are strong forces that surround and influence our children."

I recalled that I had been asked to address the meeting of the Parents' Association to which I had invited Janet's bewildered mother. What should I talk about next Tuesday evening? Should I ramble on about this and that and make the parents feel satisfied with themselves as I usually did? Or should I pull no punches and tell them the truth?

Presently I knew what I would do. I would write my speech and try to thrash out some of my own questions and queries. I took some paper. And this is what I wrote:

DON'T BLAME YOUTH

When two boys sat on the rear seat of a bus on their way to high school one morning, and cut a deck of cards and exchanged dimes at each cut, were they incipient gamblers, headed for unprincipled and lawless lives?

When three pretty girls almost draped themselves over the shoulders of the bus driver and flirted outrageously with him, were they destined to become loose women?

When three boys copied the homework of a fourth and each paid him a quarter, were they beginning a graft ring with possible implications of blackmail?

Why are our children doing these things?

Whose fault is it?

I firmly believe that the blame lies squarely on the shoulders of the adults of the world. We make our children what they are, both through the factors that we pass on to them by inheritance, and through the patterns and examples that we set for them in our daily living. Did you think of the inheritance of your children, mothers and fathers, when you selected your mate? What are you doing about the ideals of acceptable behavior with which you are surrounding them? What are the high points of culture in modern living? Are they drinking, gambling, philandering, grafting, using narcotics, double-crossing in any way to make a quick dollar?

Why shouldn't those two boys take a chance at increasing their ready cash when they see their parents try it day after day at the race track or at the card table? If you can say that your son never saw gambling in his home, then you are one of those parents whose children may be influenced by the broad base of society's example, rather than by the far narrower base of the home environment. Both have differing degrees of strength as they affect our children.

One of the boys who was gambling in the bus on their way to school might have been your boy or my boy. The world seems to have glamorized any and every type of

gambling. Perhaps some of us parents and teachers find a bridge game a bit boring unless there is "something up to make it interesting." Many of our churches resort to games of chance to augment their incomes, and perhaps we do not disapprove too strongly. But we are horrified when we see our own sons gambling. We say smugly, "I wasn't doing it at his age."

No, folks, perhaps you were not gambling, but I venture to say that you were doing something of which your parents did not approve, and they told you about it. What effect did that have on you? Let's be truthful. You resented your parents' interference. So, when we try to talk to our children about things like gambling, they are going to resent it too. They are going to tell us, in a rather disagreeable way, that we do not want them to have any fun, that we do not understand them, or that we are not up to date.

While we are focusing our attention on the two boys who were gambling in order to while away the boredom of a twenty-minute bus trip, let us not forget that we could also be studying a host of other equally serious problems that are involving our sons or daughters. For the time being, let us concentrate on this problem of boys who gamble.

A most important step in attacking this is to rid our minds of placing any blame, for the present, on the boys themselves.

Our social code accepts and approves many types of gambling, from the "sport of kings" to the bingo game in the church parish house. Run over them in your mind. Each one of you can list, with no hesitancy, a dozen different kinds of gambling, and they would not all be the same items if we compared them. Our legal code prohibits most forms of gambling, but our under-world finds ways of getting around these laws.

Some of you are saying to yourselves that gambling can never be abolished entirely, and you are probably right because gam-

EDITOR'S NOTE

Miss Lawson has become impatient with the adults who apply unpleasant adjectives and nouns to young people, and are so ready to predict where they will wind up. She speaks out in presenting some cases of young people and of parents, and in placing the blame where she is convinced it belongs. What can be done about our much-adjected and much-nouned young? She offers her idea, but thinks some people won't like it "because it isn't any cut and dried prescription." The author is principal of Howe Junior High School, New York City.

bling appeals to certain facets in our complex human make-up. On the other hand, every adult is wondering whether his own boy was one of those who was gambling, and is fervently hoping that his son has not yet succumbed to the lure of games of chance. You can't see how this vice can be curbed, and yet you do not want your own children to become addicts. That is what creates the problem and makes it so serious. You want desperately to know the answer. If you are not worrying about the menace of gambling, then perhaps you fear that some other vice or weakness will engulf your child. You want to know the answer about that, too.

The answer is not simple nor straightforward. In fact, it is even more complex than the problem. But I firmly believe that there is an answer. Some of you are now saying to yourselves, "When I learn this answer, I shall have ten minutes of serious conversation with Junior."

Oh, no, mothers and fathers and teachers. It will not be that easy. It will not be easy at all. You cannot undo in ten minutes what has been accomplished during the past ten weeks, or ten months, or ten years of your child's life. What has been going on in the world in the past ten centuries has taken its toll, also. It has placed its stamp

indelibly on the patterns of our lives.

What, then, is this extremely complex answer to a most vital question? You are not going to like it because it isn't any cut and dried prescription. It will work in some cases but not in every one. Its success will require patience and sacrifice, love, and deep understanding on the part of those who try to help our young people. It will involve immediate action as well as a long-range program.

For this immediate action, the best solution that psychology can offer is that of substitution. This, to the lay mind, means that you must find something for these boys, who have learned to like to gamble, that will catch their interest just a little more than gambling has. That, parents, and educators, and pastors, is your problem. It means a long and searching study of each individual whom we wish to reach and influence. It may mean a series of failures before we achieve success, and success will probably only be reached with ninety-seven per cent or thereabouts of the youth whom we try to help. Much that we try to do will be resented and misunderstood by the boys and girls. But we will reach the hearts of most of these youngsters if we persist, and it will be the fault of the oldsters if youth is not guided and directed along better paths than many are now taking.

It so happens that one of those boys who was gambling on the bus has a deep and avid desire to own a canoe of his own, but his parents will not permit it. His hobby is canoes and canoeing, or was a short time ago. If he is turning to gambling, it is definitely the fault of his parents because they will not cooperate with the boy in his major hobby. He has learned to be an expert swimmer and canoeist at the camp where his parents park him every summer, so that they may not be hampered in their country-club activities. Of course this particular country club, as does practically every country club, sustains as much gam-

bling and drinking as it does golf and tennis.

Whenever the boy mentions his wish for a canoe he is met with an avalanche of weak arguments, such as: canoes are expensive, canoes are unsafe, a canoe will keep you away from home. The mother usually insists that the canoe cannot be bought just now because this or that room needs to be done over and interior decorators are expensive. The father must have a new car every year. "Can't drive my family up to the club in a jalopy," he roars.

Don't blame this boy because he is gambling. At the beginning he was not particularly interested in it. Selfish parents could not or would not see that his canoe hobby could have been so directed and developed that he would not have turned to the sordid practice of gambling. The boy's camp counsellor, who has the boy's confidence, has talked with the parents, but can get nowhere. The father increases the boy's allowance, thus making it easier for him to gamble more, and cries "No." The mother weeps and says, "You want to drown my boy." The boy is now headed for a long slow drowning in a deep sea of gambling.

Who is to blame? Don't blame the boy.

Tell me who is to blame in this next case. A lovely sixteen-year-old girl is being sucked into an ugly affair with a scoundrel of a bartender because of the sheer boredom of her monotonous and humdrum home life, which does not provide an outlet for her tremendous excess of vitality. No one steered her into a healthy blossoming of her longings to be alive. This girl has a singing voice of unusual caliber in addition to that most valuable trait of stick-to-itiveness. She could have been guided easily into a program of voice culture which would have absorbed her great fund of animation until she was old enough to make a wise choice of her companions. The father said that he did not want the girl to become a singer, because singers became "bad

women." As a result, the daughter will doubtless run away from home before long and be singing in the cheap barroom of her lover. Do not blame the girl.

The long-range program has been going on ever since the world began. It is the everlasting struggle between right and wrong. The Church and every ethical code in existence has been putting up a tremendous fight against the so-called forces of evil. They have given these forces a leader and have called that leader Satan or the Devil. This story-book trick of giving the leader a name is simply a device to make the war against evil a bit more realistic to average people.

What exactly are these forces of evil? They are the weaknesses of the human mind and body and their manifestations. This places the real battle between right and wrong within every individual. It has been going on since life began and will continue as long as life exists. *And we must keep it going on. We must never stop.*

History has proved time and time again that a germ of Right fighting Wrong in the minds of many, many people, both high and low, will accomplish most breath-taking and astonishing results. Current history is still controversial, but let us take the story of the American Revolution. It is a fact that the British Regulars won most of the formal battles, but there existed among the people who were scattered throughout the colonies a will to obtain their freedom, which prevailed in the end. The Redcoats won victory after victory, but they did not win the war. In the minds and hearts of the colonists, this was a fight for liberty against oppression. In the end, in spite of their victories, the British had to give up and go home. Why? Because the determination of many people to make the Right win will usually outweigh material efforts.

Let us assume that the vice of gambling cannot be completely obliterated. There can still be more people in a community who do not gamble than who do. There

can be twenty churches with no gambling to one barroom where it flourishes. There can be a thousand citizens who do not gamble to a hundred who do. Think how greatly this would minimize the temptations to boys and girls. And where shall it start? It must begin with parents and teachers who do not want to see their children become gamblers.

Study your boys and girls. Study them in the light of your own youth and your own weaknesses and strengths. Discover their major interest or help create one. Build, build, build it high in the mind of your child. Suffuse it with emotion: fun, ambition, pride, competition. Remember that there is no vice that threatens our youth today that cannot be erased from their behavior patterns if something of greater interest is substituted. Keep the youngsters busy, busy, so busy with worthwhile things that there is no time or energy left for undesirable patterns. Start when they are young. Love them greatly, but not in a maudlin way. Never cease believing in your own heart that Right can win.

If things are wrong with our boys and girls the blame certainly is ours. *Do not blame youth:*

I finished my paper. I would like to have told those parents still more true stories of youngsters who are on the wrong track because of the unwise guidance or the lack of guidance of the adults whose lives touch theirs closely. I would like to have told them about Janet's mother and her complete loss of interest in the behavior of our children as soon as she had thrown the responsibility for her own children's guidance on the schools. I could have done it safely because Janet's mother will not be at the meeting.

Will I even read this paper to the parents next Tuesday evening? Have I, as the principal of this school, the courage to face these mothers and fathers with facts that will hit so close to home? At this moment,

I am not sure, so some of the blame for the waywardness of our youth should fall upon me, an educator.

I dare every school supervisor who peruses this article, to read my paper, or a

similar one, to his own parents' association. How many of you will take the dare? Or should some blame for juvenile delinquency fall on you, too? But *don't blame youth.*

Tricks of the Trade

By TED GORDON

ALWAYS FAILS!—A peculiar approach—but one which stimulates laughter, which in turn may stimulate effort, is to have each student in a class, particularly shortly after the beginning of a course, make out a report on "How to Get an 'F' in This Class." Made ludicrous enough, the results may well be the springboard for some good guidance on study habits.

BOOK COVERS—To protect textbook covers obtain paper covers with merchants' advertising on them so that the covers can be furnished free to the pupils. The advertising can be sold as a club fund-raising project for any school group.—*Matthew S. Miletich, Los Angeles.*

VIVID EXAMPLES—Vivid examples are valuable teaching assets. It is helpful to the teacher to keep a card index, according to subject matter, or unit heads, of meaningful illustrations and examples for each unit presented. For example, in public-speaking

classes there should be a card with good and poor examples of attention-getting introductions, etc.—*Norma J. Reno, University of Pittsburgh.*

EXAMINATION MORALE—Most children in the junior high schools get all keyed up about tests and the boys and girls in my room are no different. Here is the little trick I used to ease the tension: I make the very first question so easy that they have to laugh and soon, bingo, the tension is gone. For example, on my history test today my first question was "Who is buried in Grant's Tomb?" It certainly is a wonderful morale builder just before a test. Try it and see.—*Valle Lattanzio, Jones Junior High School, Hartford, Conn.*

PRODUCING MAPS—To draw large-scale outline maps, scenes, theatrical backdrops, etc., trace the outline or scene from a projected figure. The desired material can be traced on standard lantern slides and projected on the blackboard or back-drop. If the source picture or map is larger than the lantern slide, use several slides and project as many segments as needed. Ink or pencil can be used on etched or ground glass slides and a china marking pencil, such as merchants use to mark glass or dishes, will mark on a plain glass slide. The projected black and white negative, of course, can be traced and painted for color.—*Leland S. March, Director of Instruction, Monroe County Public Schools, Key West, Fla.*

EDITOR'S NOTE: Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE, Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.

ATOMIC ENERGY:

Resource Materials for Many Purposes

By

B. FRANK GILLETTE

I WOULD DO something about atomic-energy teaching if it weren't so abstract. Why, high-school kids simply aren't mature enough to grasp such involved ideas as mass-energy relationships, nuclear particles, packing factor, and potential barrier. A teacher can't get such important ideas across to the average high-school pupil. Nuclear physics should be left to the college level—in select classes in physics."

So spoke one high-school teacher. In these remarks he reflected the opinion of a sizeable group of teachers who were rationalizing why they were not doing more about atomic-energy education in high school.

I believe that such opinions merely constitute alibis or excuses; a great deal of evidence supports the thesis that high-school pupils can and do understand many of the basic concepts of nuclear physics. But, even more important, in 1950 they *must* understand the problems of this atomic age, and part of that understanding is contingent upon a clear knowledge of nuclear structure and phenomena. Many schools have made courageous attempts to overcome this curriculum lag, and their successes can be a stimulus to others which have procrastinated.

One of the clearest reassurances to the hesitant teacher is to point out the avalanche of instructional materials being made available in ever-increasing amounts. The May 1950 issue of *Reader's Guide* refers to some 35 different items dealing with such diverse categories of atomic energy as industrial uses, control, economic aspects, defense, fusion, isotopes, the cyclotron, and the hydrogen bomb. Examination of current issues of such representative "laymen's"

magazines as *Colliers*, *Life*, *The Saturday Evening Post*, *Scientific American*, *Time*, *Quick*, and *Look* shows clearly how much instructional material (on a non-technical level) is available for classroom use.

Quick for September 11, 1950 carries an article on "What the A-Bomb Does" and describes in simple, non-technical language the three kinds of damage done by an atomic bomb. "Hiroshima" in *Colliers* for August 5, 1950 tells a highly dramatic version of atomic-bomb damage. Many of these articles are accompanied by excellent pictures which help make the ideas more concrete.

The August 1950 *Education Index* lists 13 items dealing with atomic-energy education on a professional basis. When one consults these articles, it is clear that classroom teachers can receive considerable help from the authors on suggested teaching aids, experiences, objectives, and content information. The November 1949 article in *School Life* entitled "Mouse Traps for Chain Reaction," for example, tells how the high school at Keene, N.H., attacked the problem by encouraging student-made equipment. These pupils did not have to wait for an expensive outlay before studying nuclear reactions.

The film and the filmstrip represent other useful materials for this subject. One of the best examples is the Life Filmstrip, *The Atom*. This is drawn largely from a series of pictures published originally in *Life* on May 16, 1949. This filmstrip gives a simple explanation of the structure and behavior of the atom and demonstrates the step-by-step progress of deductive reasoning which had first to prove the existence of atoms.

EDITOR'S NOTE

"I have been deeply concerned about the failure of high-school teachers to move ahead more quickly in the subject of atomic energy," writes Dr. Gillette, assistant professor of education in the School of Education, Stanford University, Stanford, Cal. He presents a variety of resource materials from "the avalanche" that is available to teachers.

and has since led to their analysis, measurement, and classification. Teachers who have used this aid have attested to its usefulness in establishing concepts of atomic structure and binding forces. Used carefully, *The Atom* will help overcome that psychological block held by too many teachers and pupils, a block which represents largely a fear of abstractness and an inability to visualize nuclear phenomena. Physics has been described so often as the special province of an Oppenheimer or a Lawrence that the average adult is scared silly in thinking about it.

A film which has had a good market for use in many schools is *Atomic Energy*, distributed by Encyclopaedia Britannica Films, Inc. This is a ten-minute, 16mm. sound film produced for educational purposes. When this film was used in an Atomic Energy Education Workshop at Stanford University in the summer of 1950, it was the consensus of the experienced teachers present that it was more useful as a mid-point summary of the facts of atomic structure than as an introductory aid. With some re-study, however, it can be used fairly early in a unit on atomic energy.

A series of six charts distributed for a small charge by the Educational Services Division of Westinghouse Electric Corporation¹ has won the acclaim of many teachers. These charts tell the story of atomic energy in clear terms for high-school classes of aver-

age intelligence. One chart shows pictures of the tools used by nuclear physicists, another gives a calendar of significant discoveries in this dramatic story from Becquerel to Bikini. True, these charts cannot and should not be used entirely as self-study devices. They provide a stimulating addition to group study of this area.

One of the most effective media for dramatizing atomic-energy education is the radio. During the summer of 1950 the National Broadcasting Company released a series of four half-hour programs entitled "The Quick and the Dead." With Bob Hope as master of ceremonies and William Lawrence as chief narrator, these four programs gave a story of nuclear energy in simple, non-technical language. These presentations were directed to lay, adult audiences, but they would be equally effective with many high-school classes. Many teachers listened to these programs and had disk or wire recordings made for later classroom use. NBC planned to repeat the same series later in the year and undoubtedly other broadcasting chains have plans for similar educational ventures. The alert teacher should spot these programs in advance and prepare for them. Advance listings of programs may be obtained each month from CBS, NBC, and other chains and local stations.

Another kind of instructional material developed for this topic is the comic book. These "now acceptable" classroom aids appear to be particularly useful for the slow readers, and in this case for those pupils—particularly many girls—who are not greatly interested in the physical sciences. General Electric Company² now distributes for classroom use a book entitled "Inside the Atom." This has gone over very well, teachers claiming that children read it eagerly and then appear to grasp much better the inner structure of the atom.

Another recent comic book on this sub-

¹ Address: 306 4th Ave., Pittsburgh 30, Pa.

² Address: Schenectady 5, N.Y.

ject is distributed by the Educational Division of King Features Syndicate, Inc. This book is named "Dagwood Splits the Atom," and is done in the usual Blondie-Dagwood style! Some teachers might object to this wedding of everyday newspaper comics with something so high and mighty as atomic energy, but the book is really quite reputable. It was prepared with the scientific advice of Lt. General Leslie R. Groves, Dr. John R. Dunning, and Dr. Louis M. Heil—all accepted authorities in this field.

Student-made models and mockups should be considered, too. It is relatively easy to construct devices illustrating the concept of chain reaction. This may be done either by the mouse-trap or the match-head method. In the former, a collection of mouse-traps is arranged under a plastic or glass cover, loaded with corks (neutrons), and then triggered off by tripping one of the key traps by an outside "neutron"—which precipitates a whole chain reaction. In the second device, match heads are glued to a board or piece of metal in such a fashion that an initial head touches two others, each of which touches two others, and so on. Lighting the first one causes the whole chain to ignite almost like a bunch of fire-crackers. This device has one advantage over the mouse-trap method, in that leaving a segment of match stick between part of the string of match heads will cause a fizzling out of the reaction—analogue to the use of a moderator in an atomic reactor.

Bibliographies on atomic energy are now

available from many sources. One of the most complete series is distributed by the U. S. Office of Education, listing separately: (1) Bibliography of Bibliographies on Atomic Energy, (2) a Bibliography for Teachers, (3) Introductory Bibliography for Teachers, Students, and Adult Discussion Groups, and (4) Inexpensive Books and Pamphlets on Atomic Energy. The last bibliography consists of nine pages of carefully selected items which will help any teacher build up a remarkably complete library of aids. Science teachers and social-studies teachers can work together effectively by exchanging materials, because both areas are now being reached by a growing flood of atomic-energy resource aids of all kinds.

The use of current materials in atomic-energy education is essential for success with high-school pupils. Just as the cooperating teachers in the California Council for the Improvement of Instruction⁸ found that pupil interest and pupil learning were enhanced by competent use of a wide variety of current materials, likewise the concepts of atomic energy will be made more meaningful and less abstract by wise use of newspapers, magazines, charts, the radio, films, filmstrips, and models. With such discerning use of current materials, no teacher can honestly say that atomic energy concepts are too abstract for high-school pupils of today.

⁸ Lucien B. Kinney and Katharine Dreaden, Editors, *Better Learning Through Current Materials*, Stanford, Cal.: Stanford University Press, 1949.

Current-Events Scheme

The study of contemporary affairs constitutes a vital part of the blood stream of the curriculum. As such, it need not replace courses in history, geography, government, or economic and social problems. Rather, it is a point of view with respect to ways these courses should be taught. Important current issues have their roots deep in the past and cannot be dealt with effectively by simply considering contemporary ramifications.

Furthermore, it is not the exclusive province of any subject-matter area to help prepare youth to deal with contemporary affairs—it is a task for the total school program and even encompasses the entire community. At the same time, the major responsibility does rest squarely on the social studies, dealing as they do with the very warp and wool of every area suggested as problems confronting society.—MERRILL F. HARTSHORN in *Social Education*.

Striking a Sane BALANCE in Pupil-Teacher Planning

By
FRANK L. STEEVES

PUPIL PLANNING, as distinct from teacher planning, is an educational idea easy to define in theory but seldom encountered in actual practice. Like many other problems in education, pupil planning, when discussed in the abstract, can be analyzed and interpreted as though it existed in some kind of democratic opposition to an assumedly totalitarian system of teacher planning.

Actually, of course, the real teaching situation is rarely all black or all white, all democracy or all dictatorship. Good classroom teaching demands a large amount of careful teacher planning as well as designed opportunity for pupil planning.

To the degree that lessons or units are teacher organized, initiated, and carried out, the teaching may be considered teacher planned. Extreme teacher direction, particularly in the carrying out of an assignment, unquestionably results in the dictatorial, teacher-dominated type of classroom generally condemned by educators. However, the extreme in pupil planning as a sound educational concept may be equally condemned. Experimental teaching, wherein the teacher meets his pupils with no idea of what topics will be studied, or in what sequence, or how, is not the type of teaching recommended for everyday use by the working public-school teacher. This type of program belongs in the laboratory school.

The results of successful programs reported from such experimental classes can help point the way to further teacher-pupil planning, but they never imply that the teacher should surrender his courses to the wishes of pupils. Pupils are no more qualified to decide what should be studied, to

organize lessons or units, or to choose the tools of study best suited to a particular unit than the average medical patient is qualified to remove his own appendix.

The extreme in pupil planning is *no* planning, and unplanned teaching is the curse of progressive education. Lack of adequate planning by incompetent teachers can never be condoned. Too many feeble teachers and too many teachers of teachers are too glib in citing generalized objectives pertaining to "democracy" as the excuse for lack of competent teacher planning.

Obviously, lack of planning by the teacher necessitates considerable pupil discussion and decision. If such discussion and decision actually are democratic in nature, it cannot be denied that some of the ways of democracy probably accrue to the participants. Probably, also, they pick up some concepts and skills which will be of value beyond school.

The purpose of this article is not to deny that some good may be accomplished even by unplanned teaching. Some good may result also from teaching in which pupils are denied any opportunity to share in planning. The purpose here is to suggest that best teaching is the result of planned and organized activity into which the teacher has put considerable thought and for which he has prepared carefully.

Even democracy can be taught by the teacher who knows what he wants to teach. It is not necessary or desirable to assume that pupils learn democracy as the incidental result of planning their school work. Learning democracy is a complicated task requiring the acquisition of many facts, concepts, skills, ideals, and habits, which

cannot be trusted to the vagaries of the pupil-planned course. Chaos, perpetrated in the name of democracy on the assumption that teacher direction and planning are not democratic, is the chief impression which many lay people have of the so-called progressive classroom.

A further criticism of unrestricted pupil planning must be posed by any educator who accepts evaluation as a valid necessity to all good teaching. Measurement of pupil growth is possible only if the learning outcomes in which pupils are expected to grow have been identified and stated specifically by the teacher. No pupil can state specifically the objectives he is supposed to acquire from his courses. This is the teacher's problem and must remain so.

Since in unplanned teaching no objectives possibly can be defined, except as guessed by the teacher, valid evaluation is impossible. The outcomes must always remain in doubt. This is precisely why the most outspoken proponents of uncontrolled pupil planning always deal in the vagueness represented by appreciations and attitudes, which are subject to measurement only with extreme difficulty. Where objectives are really unknown, verbalizations concerning long-range appreciation and attitudes are convenient substitutions.

Fortunately, as noted, actual practice by all except a few die-hard traditionalists on the one hand and by a few ultra-progressives on the other puts planning by both teachers and pupils in proper balance. Pupils should be encouraged to plan their work within a frame of reference previously identified by the teacher. Individual pupils always should be allowed to engage in optional work suited to their individual tastes. Choice in required work given by the teacher may be allowed. On occasion, pupil-initiated problems should be undertaken provided such problems bear a direct relationship to the teacher's objectives. Proficient teachers accept such suggestions as the basis for allowing planning by their pupils.

The proportion of pupil to teacher planning varies, of course, from unit to unit, from class to class, and from teacher to teacher. Some units require much more teacher domination—as do some classes. And it may be that the personal characteristics of some teachers influence the proportion of teacher to pupil planning which they are able to accomplish.

This article contends that the phrases "pupil planning" and "teacher planning" are in no sense contradictory, since in any realistic situation the skillful teacher evolves a balance of teacher-pupil planning. The extreme in teacher planning leads to teacher domination and classroom dictatorship, but it is equally true that the extreme in pupil planning leads to pupil domination and classroom anarchy. Criticism of progressive practices by laymen is justified if poor conditions prevail because of excessive unplanned activity initiated by pupils. Finally, valid evaluation requires the preparation of objectives which have been defined and stated specifically. This is impossible unless the teacher knows what he wants his pupils to accomplish and how he believes they should achieve those accomplishments.

In planning, as in most educational problems, a middle road is the safest course between the extremes in viewpoint posed by the entrance of new ideas in conflict with the old.

EDITOR'S NOTE

Some teachers maintain that pupil planning should predominate in classroom work, and some teachers hold that any pupil planning will be done over their dead bodies, which at present feel very healthy, thank you. Into this battle of ideologies—pupilism vs. teacherism—steps Dr. Steeves as a peace mediator, to offer his idea of a compromise that will work in the classroom. He is supervisor in student teaching at State Teachers College, St. Cloud, Minn.

OIL AND WATER:

Teaching and Guidance Can't Be Mixed

By ELIZABETH CHASE

THE 1950 PASSWORD in education seems to be guidance. Like other passwords, it may be used by a newcomer to gain admittance into a restricted area—in this case, the field of teaching. The use of the password does not necessarily imply that the user understands what he is saying. For though everybody talks about guidance, few know anything more about it than the shibboleths: "Education is guidance." "The modern teacher is inevitably guidance-conscious." "Guidance is primarily the home-room teacher's job, but the subject teacher too must be aware of guidance implications."

Of course one may shrug it off. Or, remembering that it worked as a password, use it when the going is rough. "I think, Mr. Head, a spot of guidance is indicated for young Albert. Would you care to take over?"

More probably, however, the teacher will try to add "Guidance" to the daily curriculum, as though it were another subject, like spelling or history. Or, if the regular program proves inflexible, the teacher may endeavor to insert guidance into the existing set-up, as a cook adds a few raisins to make a bread pudding more tasty, without altering its proportions.

Unfortunately guidance and teaching are like oil and water. They have no chemical affinity. Guidance keeps right on being guidance, and teaching keeps right on being teaching, no matter how briskly you stir them up together.

It is therefore a wise decision for the prospective educator to make up his mind beforehand whether to be a counselor or a

teacher. He can't be both. Let him remember Robert Frost's poem:

Two roads diverged in a yellow wood
And sorry I could not travel both
And be one traveler, long I stood. . . .

There are eager beavers who reject the realism of the poet. They believe, with a sort of mad complacency, that they can travel two divergent roads and be one traveler.

Alas, they cannot. For the steps of the guidance counselor carry him to the mountains and the steps of the teacher go toward the plains. Or, in less fancy but equally figurative language, the teacher's approach to education is the horizontal approach. The counselor's is the vertical.

Each of these attacks on education has its own characteristics and limitations. The horizontal approach emphasizes subject mastery and group achievement (on the part of the pupils), and consideration of the "spread" by the teacher.

A teacher has a carefully delimited field of knowledge over which the pupils must advance. The whole group must start together, cover the same ground, and end, roughly, along the same finish line. Also, they must all retain a stated minimum of whatever they were supposed to learn, and (we hope) have assimilated as well as retained it. Then, the ground must have been surveyed beforehand for the anticipated "spread." That is, knowing that some members of the class will be weak, some strong, and most of them average, the teacher will have seen to it that the weak sisters got the breaks whenever there was easy going, in order to bring them fairly into line at the

finish. The strong will have been guided imperceptibly to the rockier paths that taxed their strength, so that they reached the goal not so far ahead as to make them conceited; while the rank and file have been shepherded with unobtrusive care to make sure that they didn't fall into holes or get lost—and did keep reasonably close together.

In guidance, the counselor uses the vertical approach, which means that a pupil is considered only in relation to himself. He need give no sidelong glances at the other children to see whether he is keeping up with Tom Jones or trailing Elsie Dinsmore. The child looks back solely at his own past, ahead solely to his own future. Moreover, the achievement is psychological, not factual. True, the material of the mental tests he may be given deals with facts. It deals also with the culture of his group. It considers the growth of his faculty of judgment and common sense. And the I.Q. itself is nothing in the world but a comparison of the child's abilities, achievements, and aptitudes with those of other children of his age. But the focus for the child himself is never a comparison. It's the place where he is, and the world, for a moment, well lost.

Counseling, like teaching, does offer information. But—the information in a class is matter that has intrinsic worth. (At least, that's the theory.) The information given a counsellee is selected for his needs and may have no cultural value whatever. The high cost of living is a subject upon which relevant information has general value; but the price of tuition at B.U. is important only if one hopes to attend B.U.

There may be people whose well-stocked brains are supplied not only with the material for school courses but also with the necessary facts about entrance requirements for a dozen colleges, and how to get a job after school if you must. However, even

these rare individuals are likely to be stumped by a cumulative record.

For counseling, like teaching, has its techniques. Because counseling is psychological, this truth is not so generally recognized as in the cases where lack of skill is more spectacular. No one would think of driving off a new Buick if he had never before touched a steering wheel. But guiding a child without previous training will not result in a physical smash-up. And it looks so easy!

It isn't. Guidance must steer between the Scylla of administrative direction ("Your mother must come up to school." "You will apologize to Miss Fortune.") and the Charybdis of advice ("You will never pass math; try business arithmetic."). It takes skill to find one's way successfully between the two, and yet arrive triumphantly at the desired goal. And in one way all skills are alike—"You've got to be carefully taught!"

Therefore, the educational novice should choose early. But first he must ponder long. For

Knowing how way leads on to way

(that poem again) he must understand that not only will it be difficult to turn back, but equally difficult to cross over. As for running back and forth between the two, that's impossible.

EDITOR'S NOTE

Teaching and guidance are two entirely divergent professions, Miss Chase asserts, and the teacher who tries to follow both callings simultaneously may end with a split personality, or anyway a splitting headache. Or, since she says that the counselor moves vertically and the teacher horizontally, perhaps in this dichotomy the student may get split. Miss Chase is counselor in Girls' High School, Boston, Mass.

How I Took the Work Out of PLAY DIRECTING

By
RALPH E. GAUVEY

TO MOST teacher-directors, play directing is anything but play. It is probably one of the least liked extracurricular activities in the entire school program. Very few teachers ask for the job because of the numerous out-of-class hours which must be spent in order to produce a half-way passable production.

There is the time-consuming task, in many small schools, of finding a play in which the number of characters will correspond with the total number of students in the class. There is the petty jealousy arising from cast selection; the tag of "unfair" which is pinned on the director behind his back; the thousand minor details from sweeping the floor to directing stage movement—from scavenging props to teaching ingénues the correct method of voice projection.

And then, to top this peaches and sour cream assignment, the director has the responsibility of riding herd on twenty or thirty inhibition-released students bent on destroying the auditorium in three weeks' time.

The task of the junior class play at Gettysburg fell right between my shoulder blades. Why? I was the English teacher, and tradition has burdened English teachers with many loads.

I directed it—I was a play director; it said so on the program. I was bewildered when the two performances were congenially accepted and even praised from some quarters.

Afterwards I had time to analyze my work as a director and made a startling discovery. I hadn't been a director at all; the title on

the program was extremely misleading. I had been a faculty member assigned the disagreeable task of forcing a group of students to memorize a number of lines and spout them off in front of four hundred faces. Scenery, lights, sound, costumes, tickets, and tying Johnny's tie were also tossed into the job in order to keep me busy.

I had not been expected to direct the play in the literal sense of the word. Yet, I had a feeling that I had failed. I held a strong conviction that there should be more for the students to learn on stage than the correct leverage to use in ripping out a floor board.

I wanted to take another crack at this business of play directing. A dramatics club was soon organized, and we decided to "put on a play." I volunteered to direct it, and we received the blessing of the school authorities after promising to use the proceeds for the purchase of a tape recorder.

I started first with my actors. In order to have a better understanding of the characters they were to play, I read the play through completely five times. Next, I borrowed numerous books from the library and consulted the director of the Greenville Art Guild Players, Mr. Martin Wogoman. Together, we worked out a handbook which gave the duties of the actor in eight mimeographed pages. It is a combination workbook and handbook, inasmuch as it provides space for details such as entrance cues, rehearsal times, costume changes, property lists, and individual character analysis. The text material gives such information as stage positions, duties of the actor, expectations of the director, and an index of stage terms

which, when used, expedite rehearsal time.

We wrote similar handbooks for the property mistress, wardrobe mistress, electrician, art director, publicity manager, business manager, and stage manager.

I also made a list of the items to which I would have to attend. These consisted mainly of meeting once a week with the department heads and helping them iron out their particular problems. The rehearsal schedule was made out before I even selected the cast.

With these handbooks and my own lists to guide me, I called a meeting of the dramatics club. The play was announced and tryouts were held. There were sixteen characters in the play, and about fifty members in the newly formed dramatics club.

When we finished casting, I selected the rest of the production staff. Every student who wanted to be in the play was assigned some particular job. He was given a handbook which told him exactly what his duties were.

The only exasperating moment I had was when I was forced to make a choice between two girls for a lead. The one who lost out was appointed script girl. She made a satisfied and excellent girl Friday, attending to many of the supervisory details and actually directing rehearsal of certain sections of an act which had previously been developed.

The members of the staff were busy practically all of the time. Instead of tearing down the auditorium, they worked to improve it. But most important of all, I was permitted to spend the major part of my time directing the play. I interpreted lines, illustrated action, blocked specific movements, devised particular bits of action, built my bits of scenes to strong climaxes, and did not worry once in anticipation of missed cues or fluffed lines. Cues had been written in the handbooks and lines took care of themselves as the actors became the characters and used appropriate action.

When the cast began working as a group, helping one another, putting every effort

forth to insure the success of the production, all of my worries seemed to disappear. The amazing part about the whole production is that we used only two class periods during the entire four-week rehearsal period. Only two class periods in a school which is accustomed to allotting twenty or more class periods for play practice. We rehearsed one evening a week for three weeks.

Of course, it would have been impossible to develop an act at a time in the conventional manner, so we used study halls, lunch hours, and any free periods for rehearsing sections within an act. The three evening periods were used to put continuity and timing into the entire act. The last week we rehearsed three nights and played the remaining two.

The staff knew about these rehearsal schedules for weeks in advance; consequently, there was a minimum of absences. Pressure was on, but the students seemed to be sure of themselves, a feeling, I believe, which resulted from my being able to work problems through with them on stage rather than from a seat out front, amid the confusion of minor problems.

The secret of directing a play efficiently and correctly is having a staff of willing workers ready to assume and perform specific tasks which the director has given them in advance.

The time spent in preparing the work-

EDITOR'S NOTE

Mr. Gauvey may go on directing high-school plays for a long time without getting ulcers or gray hair. He attributes this happy state of affairs chiefly to a series of mimeographed handbooks which he developed for the student participants—actors, wardrobe mistress, publicity director, etc. He says he will send a copy of the handbook for actors to any CLEARING HOUSE reader who requests one. Write to him at Gettysburg, Ohio, High School, enclosing a stamped, addressed envelope.

books was well worth while because they eliminated many of my worries. For example, the property master did not ask me where he could locate a particular piece of stage equipment. He went out and found it, made note of it in his handbook, and returned it after the show. The wardrobe mistress knew the exact time allotment for each change of costume; she was on hand to supervise and help the actor during the change. She had noted this timing in her workbook.

The work in play directing is primarily the small, irritable details which harass the director to the extent that he cannot concentrate on the immediate task of directing

the actors. Take away the petty details, the publicity and ticket deadline, the building of scenery, and all other problems which can be handled by students, with the director's supervision, and you take the "work" out of play directing.

Try to handle everything yourself, play the role of the inexplicable person, and play directing will never contain the essential element of play.

I spent as many hours on the second production, probably more if I cared to count them, as I did on the first. But it wasn't "work." The staff had relieved me of that. My task was fun—it was play—and I was a play-director.

♦ Findings ♦

IDEALS: A striking change in the ideals of pubescent boys and girls (7th-grade level) is shown in a 1948 study paralleling one made in 1898, as reported by Lawrence A. Averill in *School and Society*. The question, "What person of whom you have ever heard or read would you like most to resemble?" was given to 1,440 7th-grade students in 1898, and to 1,536 7th-grade students in 1948. Results of the 1898 study:

Historical characters, both contemporaneous and past	78%
Characters from literature	12
Acquaintances, including relatives	10
The 1948 study gave these comparable results:	
Historical characters, both contemporaneous and past	33%
Characters from literature	0
Acquaintances, including relatives	10
and these new claimants of allegiance:	
Sports figures	23%
Tradesmen	19
Radio, movie, comics characters	14
Not identified	1
To put the trend in a nutshell: In 1898, some 40%	

of the children chose Washington or Lincoln as their ideals. In 1948, more than 40% chose people like Joe DiMaggio or people like the president of the local bank.

MEETING BEHAVIOR PROBLEMS: In 10,344 cases of pupil behavior problems met by 290 seasoned elementary-school teachers of above average competence, the teachers reported using physical force (such as spanking, tying in seat, or slapping) in only 1% of the instances. So says Frank Slobetz in *School and Community* (Missouri state education journal). The teachers reported using censure (ranging from "scolded" to "required pupil to stick gum on end of nose") in 10% of the cases. Other methods, "including overtime or extra work" (4%); "deprivation" (10%); and "ignored or did nothing" (5%), brought the "non-constructive" ways and means up to about 33% of all instances. In the 66% or so of cases where the teachers used constructive methods, "constructive assistance" led with 31% and "verbal appeal" followed with 26%. These were staunch teachers, indeed, for in only 0.6% of the cases did they "send or refer to office," and they admit "trying many things unsuccessfully" in a mere 0.5% of instances. We don't know how this piece is going to help you with your behavior problems tomorrow, unless there is inspiration in the fact that these seasoned, competent teachers had a grand total battery of about 150 devices to which they could resort, and that they "tried many things unsuccessfully" only once in every 330 times at bat.

EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

THE NIGHTMARE *before* CHRISTMAS

By
ROSAMOND McPHERSON

THIS YEAR, for the fortieth time, Central High School is giving *The Other Wise Man* as its Christmas play," Miss Bellows, the principal, announced proudly in faculty meeting early in December. "It is with greatest regret that I cannot say 'for the fortieth consecutive year,'" she added, glowering at Miss McSmith, the dramatic-art teacher.

"I feel very sheepish about the whole thing," said Miss McSmith, who was Central's incorrigible.

"Don't mention sheep to me!" Miss Bellows snapped.

The year before—the year that was to have seen the fortieth production of *The Other Wise Man*—Miss Camelhair, the art teacher, had suggested in faculty meeting that she was a little tired of seeing Artaban in his never-ending search year after year and would welcome a change. This was a stab in the bosom for Miss Bellows, who managed to give the impression that if she had not exactly written the play herself, she had influenced Henry Van Dyke strongly in his every word. The rest of the faculty, however, noisily agreed with Miss Camelhair, and so Miss Bellows made a gesture of acquiescence. "Very well," she said. "Who can make a better suggestion?" That, she thought, will stop them.

But Miss McSmith, who was just out of college, had no more wisdom than to take Miss Bellows at her word. "I think it would be grand to put on *The Second Shepherd's Play*," she suggested. "It's an old liturgical drama, very effective for Christmas."

"Very well, since you are the one to direct the play," Miss Bellows said.

Miss McSmith began rehearsals at once.

She had no trouble casting the three shepherds and Mak the sheep stealer, nor with the angels, Mary, Joseph, and the three kings. But the problem of the sheep that Mak was to steal bothered her. "Could we use a real sheep?" she asked her dramatics class.

One of the boys volunteered to bring in a sheep from his grandfather's farm, but the next day he came in empty-handed. "Do you have any idea how dirty a sheep is this time of year?" he asked Miss McSmith. "Or what it smells like?"

"Tell you what," Miss McSmith said. "We'll borrow a kindergarten child from the grade school and dress him in a sheep costume."

The idea was a good one. But one little sheep looked rather forlorn on the heath. "The shepherds ought to have more than one sheep," Miss McSmith pointed out reasonably. So she impressed twelve little first graders to represent them, and made realistic costumes out of white crepe paper. Towards the end, she ran out of white paper, and so the twelfth little sheep was a black one.

Rehearsals proceeded all during the month of December without any hint of what was to come. Miss Bellows did stop in the auditorium one day and spoke very sternly to the three Wise Men, who were chewing gum. She also pointed out to one of the angels on the stage that if she didn't stop that talking, she personally would come up there and rearrange her halo for her. The day of the play finally arrived, however, in spite of interruptions, and the potted palms looked lovely in the corners of the stage, while the somewhat tarnished

Star of Bethlehem blinked bravely from the blue backdrop.

The play went off beautifully until the shepherds entered. Up until that time there hadn't been a sound from the audience. The three kings sang their songs and gave their gifts. The angels crowded around the crib and sang "Away in a Manger" as convincingly as though they were looking at a real baby instead of into the bald eye of an electric light bulb in the crib.

Then the shepherds entered with their sheep. The sheep looked beautiful, all in snowy white except the black one. First graders, however, are not seasoned troopers. When the sheep saw the footlights, the angels, and the audience, they forgot they were animals. As a group they rose up on their hind legs and looked out at the audience. One of the sheep saw her brother sitting in the front row. "Hi, Bill!" she called.

"What's your name?" said one little white-masked sheep to another. "These are my pajamas," announced another to the world in general. The audience had begun to snicker. Sounds of "Ssssssh!" from the homeroom teachers could be heard on every side.

By desperate coaching from the wings,

EDITOR'S NOTE

Many readers will remember the "Dear Elsie:" stories by Miss McPherson which appeared occasionally in *THE CLEARING HOUSE* some years ago. To new readers we might venture the opinion that she has quite an eye for the more egregious sorts of things that can befall a school, a faculty, or a student body—or, alas, all three simultaneously. Now she tells what happened to Central High when it abandoned the Christmas play it had been presenting for 39 years, and ventured into uncharted waters with a production containing some sheep that were very egregious, indeed. Miss McPherson teaches at Stivers High School, Dayton, Ohio.

Miss McSmith got all the sheep down on their hands and knees again. One venturesome one crawled over and unscrewed a footlight, and another wrapped himself in the flag. Then the black sheep started to cry that he wanted to be white, too. Miss McSmith got him by the seat of the pajamas and jerked him squalling and squirming from the stage.

In the meanwhile Mary and Joseph and the angels were trying to compete with the sheep for the audience's attention. They were doing pretty well, too, except that the sheep suddenly thought of baaing. A chorus of bleats burst from their throats until Joseph's shouted "But lo, whence comes this heavenly sound" (referring to the angels' "Gloria in Excelsis Deo") was completely drowned out. At that very moment the black sheep escaped from Miss McSmith's unnerved fingers and rushed out onto the stage. He began climbing one of the potted palms, which collapsed and knocked the halo from Joseph's head.

The audience lifted its voice. The organist began thundering "Silent Night," but it was no use. The audience, the actors, and the sheep were all howling. At that moment Miss Bellows, her eyes like skyrocket, stalked out onto the stage. "Stop! Stop! At once!" she shouted. The laughter died as if every throat had been choked. The actors froze in their footsteps.

"This unmannerly behavior is an outrage!" she stated. "If there is anything funny in this play at all, and I don't see how there could be, or if you think anything is funny, just keep quiet. Wait until you get home. Then if you still think it is funny, go right ahead and laugh. But there will be no laughing in the auditorium of Central High School." With that she walked from the stage.

The angels lifted thin voices. "All is calm, all is bright," they quavered. The curtains slowly closed.

This year for the fortieth time, Central High School is giving *The Other Wise Man* as its Christmas play.

Let's Quit Being Amateur PSYCHIATRISTS

By

REBEKAH R. LIEBMAN

WE ARE the best-of-intentioned people in the world—we teachers. That's my opinion, and I should know, for I've been one long enough to see quite a parade in my classroom. No one will ever doubt our sincerity of purpose, but sometimes I fear that we become misguided.

At the time when education and differing educational practices first came into being, the problem of verbalism may have appeared. Why? I suppose because teachers have to think and talk about matters concerning the diagnosis and prognosis of character, knowledge, mental potentiality, and disciplinary reaction for the intended benefit of their charges.

Somewhere along the line of training, I learned that if a school as a whole is to be evaluated as average, superior, or very superior, the best yardstick to use (since it seems to show the highest correlation between that which is most desirable and those standards of evaluation as established by the ones in the know) is the administration of a school.

EDITOR'S NOTE

Dr. Liebman says that we are victimizing students by writing things about them on their records which only a psychologist or a psychiatrist should venture to state. She thinks that either we should become much more expert in such matters, or else stop our "promiscuous labelling" of students in our conversation or on their records. The author teaches in Hampstead Hill Junior High School, Baltimore, Md.

Perhaps so. But I believe that the amount of damage which may be accomplished by the salting and peppering of meaningless, yet impressive, words upon the records of children by their well-intentioned teachers is greater by far than any wholesome and constructive action, which may offset this damage to some degree, that the administrative forces may undertake. Let me be more explicit about this problem of verbalism.

Recently a student was transferred to my room from another school. In going over her record, I was amazed to find the following: "She is sometimes quiet and retiring which indicates that she is an introvert. She isn't particularly interested in associating with the members of her class which indicates that she is poorly adjusted. Her work of the last term is not commensurate with her ability which indicates that she is disinterested in school work."

Following this revelation (which "indicated" that the teacher was applying all too seriously a few principles which he may have learned in a course in mental hygiene), I looked through the records of other children and to my consternation I found that they too were being victimized by a little learning on the part of their former teachers. As a result, I am vastly worried.

There is no doubt that the more information that teachers have about the children who pass into their classroom's ken the better. However, the dangers that lie in each teacher's attempting to psychoanalyze his charges may not be ignored without a shudder of fear. We teachers have been exposed

of late to a severe dosage of mental hygiene through course requirements, workshops, and articles in various digest magazines, and we have acquired unto ourselves a verbalism of psychological and psychiatric jargon which rolls so easily off of our glib tongues.

Who is there among us who hasn't heard at one time or another these expressions?

He's emotionally retarded.
She's poorly adjusted.
He's immature.
He's neurotic.
She's psychotic.

Just who are we laymen to attempt to step into the realm of the psychologist and the psychiatrist and to reach conclusions that these experts would hesitate to reach with the same amount of information without some qualifying expressions? That we continue and that we use our pens on the records of the children to plant seeds that burst full bloom in the minds of the teachers who follow is a sad commentary indeed upon us.

Worse than that, it seems to me, we frequently govern our conduct towards these children who have been adjudged neurotic, emotional, or maladjusted by our predecessors on the basis of our own individual interpretations of the expressions used. Whether the interpretations be the same is sometimes another story.

From the time of Plato and Aristotle, and even before, I'd be willing to bet that there have always been educational terms that

have been bandied about so much that the original meanings were lost in obscurity or were laughed out of the picture by the more frivolously inclined educators of the era. Within my own experience I have watched the ebbing and flowing of such expressions.

Take the word correlation as an example. When I first began to teach, it entered into educational conversation upon the slightest provocation—and it sounded awesome so to do. It died slowly, perhaps from overuse, but its remains still retain a gleam of light. Like the "begats" in the Bible, each expression seemed to lead to another and each one was well swallowed and digested: concentration of studies, integration, fusion, implementation, and, nowadays, the core.

It is true that we need such terms in our business as long as we agree somehow or other on their meanings. Even if we don't agree too thoroughly, it doesn't matter too much in the pattern of living of the children, since these terms cited are related to method and organization—perhaps more so than to any other field.

This latest fashion, however, of using expressions which by right belong only to the work and research of another but related field, and which do our children potential harm by their aimless and unthinking use, is in my opinion completely wrong. It is time that we teachers call a halt to the promiscuous labelling of children's conduct and possible reactions—or else let us become better equipped for the handling of such terms.

Plundered Staffs

As America's schools began the 1950-51 term, administrators looked with a wary eye upon the inadequate teaching staffs and mounting enrolments. Uppermost in their minds was the question, "What would Uncle Sam do to our limited personnel already seriously short in the elementary schools and in certain fields at the secondary level?"

Education leaders were practically unanimous in

suggesting that the United States must not repeat the mistake of "plundering teaching staffs" in the present world crisis. And they added, "It is absolutely necessary to build school plants." . . .

If our country is to avoid this mistake we must have teachers along with soldiers and school buildings along with tanks, battleships, and airplanes.

—EDITORIAL in *Alabama School Journal*.

LEADERSHIP

*Ludlowe High's plan
for student officers*

Development Program

By

WALTER H. HELLMANN

IN ORDER TO participate effectively in our society our students need to understand and have experience in group processes. The group process gives everyone opportunities for leading and following, and the public schools have the responsibility of teaching both aspects. We need good leadership and we also need to know how to recognize it and to demand it.

At Roger Ludlowe we are attempting to meet this demand. The present phase of our program is designed to develop leadership qualities in those who have been selected by their fellow students as leaders. By providing opportunity for the accepted leaders to function with groups organized on the basis of common goals, we are extending experiences in group action to a majority of our students.

The essentials of our program are based on giving these things to our student leaders:

1. Knowledge of the skills, duties, and responsibilities of effective democratic leadership.
2. Opportunity to experience leadership in significant situations.
3. Guidance during the performance of leadership duties without undue interference.
4. Evaluation of the effectiveness of the program.

These essentials were developed through the efforts of a number of teachers and students concerned with the leadership activities of our school.

A survey indicated that approximately 200 students had leadership responsibilities

of one sort or another. This group was divided into two sections of about 100 each, the seniors and juniors in one section and the sophomores and freshmen in the other.

Since parliamentary procedure is the accepted form for our present type of group action, we decided to devote some time to learning its fundamentals. The head of the social-studies department prepared an outline of the essentials of parliamentary procedure and each student was given a copy. This outline served as the basis for the first instructional meeting.

The meeting opened with a short address by our committee chairman, stressing the value of and need for effective leadership in the school. The social-studies chairman then described how parliamentary procedure operates and the duties of each officer. After the formal presentation was completed, the remainder of the meeting was devoted to questions and discussion of the

EDITOR'S NOTE

About 200 students of the 1,000 enrolled in Ludlowe High School, Fairfield, Conn., have leadership responsibilities "of one sort or another." Divided into two groups of 100 each, these students are given a program planned to improve their work as student leaders. The school expects to extend the program to include classroom as well as student-activity officers. Mr. Hellmann is assistant superintendent of schools in Fairfield.

points raised in the lecture. The teachers concerned with the program were present and took part in the discussion.

Our next meeting was devoted to a consideration of the qualities and responsibilities of leaders. One of the teachers who has a record of high achievement in group leadership took charge of this meeting. Techniques of democratic group action were explained and discussed. In both of these meetings the students showed a high degree of interest. The questions were numerous and served to indicate new areas for future consideration.

For our third meeting the larger groups were divided into smaller ones with related interests, such as club officers, student-council members, homeroom officers, and class officers. To allow the students to experience, under teacher guidance, the various actions which can arise in a meeting, a mock meeting was planned. A mimeographed description of the procedure was given to each student and roles were assigned, such as chairman, secretary, motion makers, rule violators, and the like. All the standard forms of motions, interruptions, committee reports, minority reports, and amendments which occur in regular meetings were included in the work.

A teacher adviser sat in with each group and explained the significance of each action, corrected procedure, and answered questions. Opportunities were given to a

number of students to conduct the meeting as chairmen. Others served as secretaries. Preceding the main meeting a committee met in front of the group and prepared a report which was later given and acted on in the main meeting. In order to indicate the rights of the minority, a disagreement with the majority's opinion was indicated and a minority report presented.

As a summary of this phase of our program a motion-picture, "Parliamentary Procedure," was shown to the entire group.

Our next step is to keep enlarging the opportunities for group action and democratic leadership. To be most effective the program should be extended into all aspects of school work, into the classroom as well as in student activities. Many of our teachers have recognized this and have been providing students with these experiences. Their enthusiasm is spreading to others through personal contact, publicity, and study groups. Through this means we hope to reach all our students.

Our evaluation will take the form of reports by teachers and students on the effect our program has had in their own particular groups. School-wide questionnaires will probably give us the general picture. We know we have only scratched the surface of a large and important problem, and we are already considering suggestions from students and teachers for increasing the effectiveness of our work.



World History? Yes!

No course in the total curriculum is more compatible with the interests and inherent intellectual powers of high-school boys and girls, nor more pregnant with possibilities for developing insight into some of the problems basic to our lives and safety in this Atomic Year 4, than world history. Herein lie both its strength and its weakness. Encompassing, as it does, the entire drama of man's existence as we know it to be, world history becomes for the broadly-trained, imaginative teacher a provender of unlimited resources for meaningful, functional teaching.

To a comparable degree, the very richness of the content, the breadth and scope of the concepts, become for many less gifted instructors a source of bewilderment and confusion. Important factors in the effective teaching of world history to high-school boys and girls are the teacher's conception of history, his appreciation of the unique contributions it can make to the educational experiences of young people, and his skill in drawing upon its varied resources in the attainment of broadly conceived and socially desirable purposes.—

LORETTA E. KLER in *Social Education*.

"I Never Read Fiction":

Then You're One of These Types

By

R. E. CARLETON

DURING MY first five years as a teacher I was too flabbergasted to make any sort of reply when one of my fellow workers reared his eyebrows to the hair-line and said in a superior, even condescending, tone, "Oh, I never read fiction." This remark came at a time when, immersed in conversation, I mentioned an idea or character in some supposedly well-known novel or play.

My reaction was always two or three gasping swallows and then an indistinct mumble concerning ungraded papers as I walked away. I would then play the words over a few times. Finding that they always came out the same way, I would simply dismiss the whole thing as a sort of hallucination, just as if I thought someone had said to me, "Oh, I never eat anything but blue-stem grass." It was too much of a shock to my innocent mind to believe anything except that I had misunderstood or that here was a screwball of the sort who wear horsehair shirts and chew rag-weed instead of Wrigley's.

But during the second five years there seemed to be more and more of these fiction scorners among our school faculties. I began to lose sleep wondering if I had been wrong to consider them as a peculiar minority group with no significance. Growing bold, I asked some of them why they shunned the realm of great literature. During these years I listened with amazement and tried to satisfy myself with the reasons given by these drudges who said they read only fact.

Now, in the middle of the third five years, it appears to be obligatory on one who has

made such observations and gone through such painful and agitated cogitation to point out the benefits which seem so obvious to those who read great fictional works.

There is one large segment among the prideful herd who never read a story. They might as well be forgotten from the start, because nothing can be done for them. They never read fiction because they never read anything. Yes, it is sad indeed, but many teachers, when cornered, admit that they just haven't time to read books: "It seems better just to be with real people." Not long ago I heard a pedagogue with fourteen years of teaching behind him saying, somewhat boastfully, that he hadn't read a book since he got his degree. Most of this group say they are far too busy to read anything but the funny paper and the sports pages. But let us consign these dullards to the oblivion which they so richly deserve. Nothing can be done here. They won't even read this article, the dogs!

There is another group who read only "improving books." They are conscientious folk who want to be learned and are willing to grub through any book if it is supposed to lead in that direction. As teachers they feel that they must never read mere fiction because it is a waste of time. Let it be said that they are conscientious, that they want to improve their knowledge in order to be better teachers. But in all honesty add that they are, without exception, as dull as the back side of a poll axe in their classrooms, and their presentations to their classes are as spicy as boiled shoe soles. Their word pictures are all of one color, a drab, lifeless gray. For this group there is hope. The

imaginative works of all ages are theirs if they will forget their one rule for reading.

There are some few souls with their names on teachers' contracts who remain, at least subconsciously, in the stern Puritan tradition of conduct and really have a sort of moral scruple against reading anything that can be called fiction. For these, too, there is hope of salvation. They can be lifted from their purgatory of factual drudgery to the paradise of ethereal literacy.

And now, not-so-gentle reader, if you fall in neither of the groups already mentioned you might as well put this article down and go back to your Tolstoy, Maugham, or Wolfe. The remainder is not for you. It is only a dull recitation of an alphabet you already know. But, if there be those among you who have ever said, "I never read fiction," please proceed.

The librarians' line between fiction and non-fiction is one made purely for convenience in shelving books. The very nature of language makes it impossible to put pure fact into anything except lists or tables. Every adjective used is a concession to fiction. There is not a single biography, "factual article," or historical piece which does not draw on the writer's imagination

in order to reconstruct places and events and to make them impress the reader. Fact is meaningless if isolated, and as soon as the writer moves to connect it with its surroundings and give the whole picture he gets into the realm of fiction. If we insist on pure fact then let us limit our reading to railroad timetables and the world almanac.

As every teacher ought to know, mankind discovered long, long ago that fiction is a necessary and powerful element in presenting truth. Fact is not enough to give whole truth, for fact is the isolated item and truth is the item plus its ramifications. Fact gives the flat, lifeless picture, truth gives the feeling, the color, and the movement.

It was not accidental that the Great Teacher turned so often to parables—to fiction if you please, when he wanted to impress a great truth on his listeners. May our puritanical brethren please remember this fact! Most of the truth available to us may be found on the shelves labeled fiction in our libraries.

The teacher, above all others, needs a mass of experiences which cannot possibly be had at first hand. The value of vicarious experience gained through reading novels, short stories, and plays, both current and past, cannot be over-estimated. The teacher is a part of what he teaches and is often the vehicle that carries impressions to the student. If these impressions are to be lasting the teacher must use all experiences applicable, and if he depends solely on his own physical experiences he falls far short of finding enough that apply to any group of students. It is only through wide reading in the literary field that he can gain the multitudinous experiences necessary to impart the knowledge to the group.

Finally, there is simply no substitute for a good imagination if one is to be a teacher worthy of paying his withholding tax. The ability to place oneself in another person's position, to imagine himself the age of his students and share their feelings, is as neces-

EDITOR'S NOTE

The teachers who say, "I never read fiction" rather nonplus Mr. Carleton. He believes that a teacher must have imagination—be able to put himself in his students' shoes and understand them. And wide reading of fiction, he holds, develops such imagination and insight as nothing else can. And besides, if you don't read fiction you must fall into one of the uncomplimentary categories into which he divides "the fiction scorners"—and you wouldn't like that, would you? So, better make your peace with Mr. Carleton and crack a novel with him. He is principal of Pauls Valley, Okla., Junior-Senior High School.

sary to the teacher as the ability to read and write and pacify irate mothers who have high social standing and low I.Q.-ed children.

As a matter of fact, the person who doesn't develop his imagination so that he can see himself in another's position can't be a good member of organized society. He can't possibly understand, much less obey, the golden rule. Wide reading of

plays, novels, and short stories develops insight into the basic feelings and desires of human beings which can be obtained in no other way. There is no hope for the teacher who never reads fiction—no hope except perhaps to get him to start reading it.

Then, there is poetry—but I had better not start on that subject. I might become bitter and ironic.



* * Recently They Said: * *

Beyond Your Nook

Teachers should be concerned with the *common problems* of the school rather than with the *limited problems* of their own departments. Unless teachers are willing to assume the responsibilities incident to cooperative planning, outworn, ineffective authoritarian procedures will continue to dominate the efforts of schools to promote growth in service. Teachers, when selected to serve on committees, should pursue their assignments with energy and seriousness of purpose.—CARL C. BYERS in "Superintendent's Bulletin," Parma, Ohio, Public Schools.

Otherwise a Good School

My high school spewed me out devoid of a sense of the worth of good literature and destitute of a desire to read it or to express myself well; did not reveal to me the advantages of a working knowledge of mathematics; aroused in me no feeling of self-confidence; gave me no help in learning to think clearly and critically or to reason scientifically; overcame none of my prejudices; and gave me no vision of my vocational possibilities nor any idea of how to spend my free time profitably or enjoyably. Otherwise it was a good school.—N.F.S. in "Mouthfuls" in *West Virginia School Journal*.

The Blood Program

There are thirty-four Red Cross regional blood programs in America. Expansion is planned so that the program will help provide blood and blood derivatives to doctors in other areas where blood requirements are not being met. . . .

Social-studies teachers, in particular, have an opportunity through the American Red Cross Blood

Program to create community services and stimulate youngsters to be partners in a "new kind of citizenship." This modern kind of democratic citizenship is best expressed in the "Thank You" leaflet that blood donors receive at a Red Cross blood center:

"You can be proud all your life of what you have done today. At least one other person will be grateful for it all of his life. For to him or her, this pint of blood that you have given can mean the difference between life and death."—ARCH W. TROELSTRUP in *Social Education*.

Grades and the Council

Students and teachers come to me and say, "But if a student can't do satisfactory work in school, how can he expect to do satisfactory work on the [student] council? If he doesn't have time to study his lessons, how can he find time to perform his council duties?"

My answer is simply that, on occasion, the student does not do his school work because he simply is not interested. He fails, or is on the ragged edge, not because he is stupid or lazy but just because we have somehow failed to rouse him to activity. Again, in my own experience, I have known students who were doing poorly in school suddenly almost "come to life" when they were elected to office. For some reason school took on new meaning with such telling effect that their attitude and grades improved.

One [such] boy was so interested that when he left school he ran for the state legislature! He didn't make it, but this student who would have been denied the right to run for office in some schools because of his grades was such a good citizen that he ran for state office!—GERALD M. VAN POOL, in *School Activities*.

SATURDAY

Who said our job
is "only five days"?

CHORE-GIRL

By
FRANCES M. GOODWIN

SATURDAY MORNING! I open my eyes to a new day. I recall that this is the closing day of an agricultural fair in a neighboring county and, half awake, determine to spend a few hours of recreation and relaxation among the exhibits.

Before my feet touch the floor, I recall that there are personal business matters to be taken care of; so, I dress hurriedly and make a dash uptown for the grocery and the First National Bank in happy anticipation of a day of pleasure.

As I draw my coupe to the curb, a woman comes hurrying toward me. What can she want? Of course, I am in a hurry, but I listen patiently while she presents her problem. Junior is going to college. Somehow the family just can't agree where he should go.

Although I am not official guidance director in my school, I take considerable time to explain the merits of various schools. At last, she goes on her way satisfied with my recommendations.

I proceed rapidly with my errands. At the

entrance to the store I am met by the program director of a community club, who would like to have me schedule an engagement for a future meeting.

I consult my pocket calendar and book of appointments to find a suitable date and tell her that I will appear next Tuesday evening to make my contribution to her program.

The minutes are quickly passing. Hurriedly I make my purchases, attend to some financial matters, and return home. As I arrive, a caller awaits me. She is a teacher, too, a former pupil, who in a neighboring community has been assigned the same subjects that I am teaching and feels that, perhaps, I can help her make a start.

As my notes are in my classroom, I sit down and proceed to outline my course of study from memory. Rejoicing, she goes on her way.

It is now 11:30 A.M. The telephone rings. I answer to find another former pupil at the other end of the line. She is taking an extension course and is required to prepare a thesis on the subject of juvenile delinquency. Do I have the facts? I refer her to some professional magazines of a few months previous. Oh, yes! She has had them all but has destroyed them weeks ago. She feels that surely I will have them in my files. I do.

I mount the stairs to the attic and in its intense heat grope among my inactive files. (Incidentally, I have forgotten the fair.) Dripping with perspiration, I emerge from the attic with abundant material and call my professional colleague to come along and pick it up. Her voice registers apprecia-

EDITOR'S NOTE

Miss Goodwin says this is a follow-up to R. D. Shouse's "Is This Supervision?" in the May 1950 issue of THE CLEARING HOUSE. Mr. Shouse told of the crowded happenings in the typical school day of a principal. Miss Goodwin would like to reveal what befalls the luckless teacher on his so-called "free Saturday." She teaches Latin and English in Cumberland Township High School, Carmichaels, Pa.

tion as she tells me that I have saved the day for her. In a few minutes she has come and gone.

As I see her off, another car is turning into the driveway. I recognize a patron of the school. Is there trouble in the wind? The pleasant smile with which she greets me assures me that there is nothing of the sort. She is accompanied by her daughter who is failing in algebra and would like some help with a certain problem. Oh, no! I am not the regular teacher of the subject, but because I am an acquaintance of the family, I am the victim.

I delve into fractions as one does into the main course of a banquet, and trust that my explanations fall on receptive ears. My pupil pretends, at least, to be enlightened by my explanation, and assures me that she will return soon for further instruction.

In a brief pause that follows, a neighbor lad, waving a paper in his hand, rushes in from across the way.

"I've been waiting all day to see you alone," he says. "I am applying for a position with Blank and Company and have this form to fill in. The folks at home could help me, but they think you will know more about it, of course."

In a few minutes the form is ready for the next mail, but my day's work is not yet done. A telephone call comes from an anxious parent of a last year's senior. A recommendation is required for a student's

entrance to a school of nursing in a city hospital.

I bother my mind trying to think of favorable comments that I may make about this girl without exposing characteristic traits that are not so desirable.

When the recommendation is finished, evening has come at last. Although the day has had its share of disappointments, I feel a certain satisfaction that comes to one who has helped another along the way. Ringing in my ears are the words of the Great Teacher uttered so long ago, "He who would be greatest among you shall be servant of all," and thinking of them, I am happy.

I sit down under a tree on the lawn and try to relax and forget as I attempt to read the local newspaper, left untouched since morning. Suddenly I recall that I have forgotten the main item of my Sunday dinner, and begin to direct my way toward the village market in an effort to reach my destination before the closing hour.

As I pass the corner drug store, I take time out for a refreshing sundae. While the clerk is preparing it, a high-school classmate of mine who is employed in an office and is now returning from an early movie leisurely takes the chair beside me.

Looking at me with a sigh, she says, "Oh, you lucky pal! How I envy you, for you work only five days a week."

♦

Literary Anthology

Variety is here arrayed
From Edgar Guest to Count de Sade;

From Socrates to Herbert Read,
From Samuel Pepys to Andre Gide;

Both Sigmund Freud and Mary Lamb;
All tastes—from caviar to Spam.

Each sample edited and shorn;
Each passage bloodless, lifeless, torn.

Too scant of essence, too much froth;
Too many cooks, too little broth.

—ALBERT W. DOWLING in *The English Journal*.

SCHOOL-PUBLIC LIBRARY SYSTEM

*Racine plan
shows gains*

By
ANNA J. TURGASEN

IT TOOK Ringling Brothers twenty years to develop a successful three-ring circus, but a small group of Racine people have developed the equivalent of a four-ring show over a similar period. Their show entertains and instructs children, teen-agers, and adults with five daily and three evening performances for ten months a year. In contrast to Ringlings, however, their acclaim and remuneration are small.

No, they are not radio entertainers but junior-high-school librarians in a city system which received honorable mention for its fine public services at the last National Library Convention, in July 1950.

It is generally conceded that the four basic problems of junior-high libraries are these: "The teaching of the use of library tools, planning devices to stimulate interest, coordinating the relationship of a well-planned remedial program to the library, and analyzing the relationship of books and other reading materials to each phase of the school program."¹

The purpose of this article is to show how these four problems are met and solved by the Racine junior-high librarians and the teaching staffs of the four schools where the libraries are housed.

In the years before the junior-senior high, or 6-3-3 plan, became popular, there was this general directive for English teachers and librarians in high schools with adequate libraries in the North Central Area: "High-school English courses should include two weeks' instruction in the use of the high-school library." Necessarily—with

the division resulting from the 6-3-3 plan—some of that training had to be moved into the junior-high grades, so teachers and librarians set about selecting and adjusting items to be taught according to needs and capacities of junior-high pupils. It was obvious that some of the lessons should not be left until ninth grade, as was done under the 8-4 plan.

The librarian in each building arranged through the principal's office to have the teaching staff of her school informed of the library schedule for the English classes. This was to prevent any teacher's sending large numbers of pupils into the library when a class would be meeting there. After this, if a teacher grew careless and failed to arrange in advance for sending into the library a group requiring special help, the librarian protested, and the offence was not repeated. This cooperation between principal, teachers, and librarians is a basic necessity in maintaining the broad functions of a school library. One can readily see a resemblance to synchronizing the work of the managers and performers under the "Big Top" of Ringlings.

The library-lessons program adopted in each junior high as it was built calls for at least three lessons on the use of the library in the early part of the seventh grade. The first of these is an orientation lesson, taught the first week to all 7B English classes. This is given in the library by the librarian, with the English teacher present. The librarian explains the general layout of the library, telling pupils about the division between fiction and non-fiction but not going into the intricacies of the Dewey

¹C. M. Tinker, "Library Program in the Junior High School," *Social Studies*, 40:307, May 1949.

Decimal System. A week or two later, she has all the beginners come to the library for a brief explanation of the card catalog. She tells them only about the three main classes of cards: author, title, and subject.

As three of Racine's junior-high buildings also house elementary grades, the librarian always prefaces one of the early lessons with questions directed to discovering how much the seventh graders already know about using this particular library.

Our junior-high libraries are all branches of the Racine Public Library System, so much material is usually available from that source, provided the teachers wishing extra supplies notify their local librarian in time to secure it when needed. We also have an arrangement by which books may be obtained from the Milwaukee Public Library. This enlarges the junior-high libraries' capacity to fill the needs of patrons immensely.

It must be explained here that two of the junior-high libraries are open to the public during the school day, and the other two are not. Besides this, the grade-school children are allowed access to the library at certain hours in two schools. Does the analogy to Ringlings' Circus begin to be more obvious?

By having teachers accompany classes to the library it can be used somewhat as a laboratory. Our Racine school librarians have had teacher-training, so they teach the lessons while the classroom teachers merely help to maintain order and supplement after the librarian has given the instructions. Teachers also become better acquainted with the library from hearing the librarian's exposition. This is especially important because in junior high schools the teacher turnover is usually greater than in senior high. Class loads are also greater, so the teachers have less time for doing their own browsing. Then, too, the librarian discovers what the classes are studying and becomes better prepared to serve their requirements.

When a whole class is using a particular set of materials, these are all placed on reserve and may go out over night only, so that anyone may use them during the day. One of our Racine librarians revealed that junior-high pupils often resent this restriction and go to the main library or a near-by branch for their books, thereby decreasing the circulation of their own school library.

As the allotment of library assistants depends on the amount of circulation, no branch librarian likes to have circulation decrease. This same librarian admitted, however, that pupils' use of other libraries and learning not to be selfish about sharing reference materials with others did in a way counterbalance the bad effects of curtailment of her help.

Since class periods in the Racine junior highs were lengthened to fifty-five minutes last year, it is now possible to do more with large groups in the library. Sometimes classes come in for only half a period so that the other half-period may be used in helping individual students in finding, charging, or returning materials.

By having pupils of the same class at a given time, the librarian can teach the use of a particular reference, say the *Wisconsin Blue Book*, at the very time pupils need it, thus making the lesson immediately functional. As a rule, detailed lessons on the use of general reference books are not taught

EDITOR'S NOTE

For the past twenty years, the four junior-high-school libraries in Racine, Wis., have been operated as a part of the Racine Public Library System. They act as branches of the public library. Two of them are open to the public, and two serve elementary-school children. The various advantages of this program are explained by Miss Turgasen, who likens it to a four-ring circus. She is head of the English department of Horlick High School in Racine.

until ninth grade, though sometimes lower-grade pupils must be given some instruction on these matters.

Reading tests are given to Racine public-school children in sixth and in eighth grade; therefore the teachers of English, social studies, and science know what the reading abilities of most of their pupils are and can help both themselves and the librarian by suggesting what to display or to issue to certain groups or to badly-retarded individuals.

The librarian helps teachers of all subjects to stimulate interest in certain types of reading by special displays, groupings, or posters, and, of course, brief personal conferences with students who come in during their study periods. Here again, being able to draw on the main or the grade-school libraries is a great advantage, because as many as ten copies may be secured of a book at fifth- or sixth-grade level for retarded pupils unable to enjoy anything more difficult.

Besides all the opportunities mentioned in the way of skilled instruction and understanding help in the uses of the library, pupils have many chances to come to the library from study halls just to browse around, getting a feeling of the great variety of riches in store for people eager for knowledge. The libraries all stay open until 5 p.m., and pupils are welcome to stay and read with fewer distractions than occur during school hours.

The reader must by now have been wondering how one librarian could possibly attend to all the wants of the various people who might be in the library at one time, at hours when the use of the library was not restricted to particular classes. Here again is an advantage of being associated with the Main Library.

The two libraries having the largest circulation are allowed to have two adult assistants or cadets, who have been trained by fully qualified librarians at Main. These junior assistants are able to relieve the li-

brarian of routine duties and to speed up the service, both to students and faculty. Where the school library is open to adults during the day, the regular librarian is often in demand to help adults with research problems or merely the selection of reading materials for personal pleasure, while students may be rushing to check books out or in before class bells ring. Then the services of an assistant are a must.

Two of the junior-high librarians interviewed expressed opposing views on the use of adult versus pupil assistants.

"I prefer adult assistants," said Miss Beatrice Habermann of the Washington Junior Library, which serves adults and grade-school children together with those of junior high. "It is almost impossible to train student help at the opening of the fall term when my duties as teacher librarian are the most strenuous. It is hard to arrange for students' help at the hours when it is most needed, as their library work must not interfere with their regular school work. We have no right to ask students to work after school, and they couldn't do the work that a trained adult can in the matter of totaling the day's circulation, getting books ready to return to Main, or numerous other tasks requiring long experience.

"Students usually get credit for only one year's work in the school library, so do not return the next year, and we have to train a new group; therefore most of our work with the preceding group is wasted. Not many of the student helpers take cadet work later at Main or go on to college and become librarians."

Mrs. Beatrice Haggerty of the Mitchell Junior High Library likes having student assistants for these reasons:

"The pupils who want library jobs are superior students. In fact, they have to have an average of 80 before their applications will be considered. They must also be recommended by their English teachers and approved by the principal. These people

learn the simple tasks I require of them quickly and perform them with cheerfulness and alacrity. I feel that most student librarians can and do acquire valuable experiences which result in individual growth and development, not only in educational but also in social and vocational lines."

Student helpers in this library receive two hours of class credit for working four periods a week. Mrs. Haggerty does have one adult assistant, a former teacher with library training, but she also has an unusually large library, which seats ninety people. That means there are times when one would have to have three sets of eyes to keep order or to know whom to serve first.

Each school with its individual situation must adopt and constantly revise a system of student and adult help until it becomes the best for that library. Shortage of funds for clerical help in libraries is a common problem throughout our land. As no librarian can be three people at once, means have to be devised for securing cheap help

with the least possible interference with the students' regular work.

Lest I appear to be relying on my own ability to judge the results of all the good work being done by Racine junior-high librarians, I have recently visited three of the four junior-high libraries and interviewed six present or former junior-high librarians, and several experienced librarians at the Racine Public Library, who help to correlate the work of the branches with that at Main.

From all this information and observation it may be safely asserted that our junior-high-school librarians do give all of the pupils who spend three full years in the upper grades of the Racine public schools a carefully planned and thorough training calculated to meet their basic needs as students. These are the use of library tools, an ability to find information related to their work both in school and out, and a growing interest in reading as a pleasant and profitable way to spend their leisure time.



Aviation: Inexpensive Science Course in Small School

Administrators of some small high schools have expressed the desire of starting a course in Aviation Education, but have felt that their schools were much too small.

Coachella Valley Union high school is a small school. The year the aeronautics program was started the A.D.A. was 241. The course was purposely set up on the "difficult" side. Geometry was required as prerequisite, and no student could possibly think of it as a "snap" course. It was established in the science department and could be counted as one of the courses toward a minor in science. Because of the availability of Link Trainers, airplanes, engines, and instruments from War Assets Administration for a nominal sum, and the willingness of major airline companies and aircraft manufacturers to furnish educational aids, it was found that Aviation Education was one of the least expensive of the sciences in the small high school.

With the thousands of different types of jobs built up in the aviation industry and its contributing

enterprises, the multitudes of people that depend on employment in the industry, and the fact that the lives of all civilized peoples in the world are being influenced by aviation more each day, it is not difficult to correlate a course in this science with any other course in the curriculum!

Because of the very broad social and scientific implications to be studied in a course in aeronautics, actual flight experience is not an absolute essential, but it is a very desirable part of the program for those who wish to experience the thrill of a "first ride" or the satisfaction of putting into practice what has been learned in their unit on principles of flight. During the years that actual flight experience was offered in the program it was found that a much keener interest was evident on the part of the students.

This small high school feels that its course in Aviation Education is just as important as many of the courses that have come to be thought of as more or less traditional.—MARION C. WAGSTAFF in *California Journal of Secondary Education*.

The Movable-Desk Pupils TACKLE TAXATION

By

DON GOSPILL

MY EIGHTH-GRADE arithmetic class was working in the area of percentage. In order to make the subject as meaningful as possible we had arranged the movable desks so that they formed a large per cent sign. This proved to be such a satisfactory approach that on some days we spent the whole class period working out variations of this formation, and the pupils, after they caught the idea, showed an unbelievable amount of enthusiasm for the subject.

Our experiences in the field of interest on money were particularly interesting. We studied carefully the careers of both Scrooge and Shylock, and dwelt at length on the mistakes they made that led to their downfall in the world of finance. Many of the pupils made posters for the bulletin board; one of the better ones, as I remember it, read: "Six Per Cent Is Good, but Ten Per Cent Is Better If You Can Get It."

With this background we were ready to explore in the vicinity of taxation, and were, on the day I am about to describe, experiencing for the first time the sensations in the neighborhood of taxes on real estate. With the desks arranged in the shape of a dollar sign, the class had transformed itself into a small community of 28 property owners. A mayor, tax assessors, and other necessary personnel had been chosen. The year's budget had been worked out, and the total valuation determined, and then the problem arose as to the best way to apportion the tax burden among the members of our imaginary community.

Some suggested that the expenses should be divided equally among the taxpayers; others had quite a different solution. The

latter group, a minority, argued that people who owned more expensive homes should not be required to pay as much tax because they already had paid so much money for their houses. Here, of course, was an excellent opportunity for practice in the democratic procedure.

The student-mayor called for a town-meeting to discuss the issue. The desks were rearranged to form the symbol of equality by the majority group, while the minority grouped themselves in the form of a question mark. Soon they were ready to debate. There is nothing more astonishing than the way eighth graders are able to express themselves in a democratic discussion of this kind; each has his own brand of logic; each is eager to be heard. The minority group were quick to see that if they were to carry their proposal they would need more votes.

As the class warmed up to the situation, I remembered that one criterion of the democratic method of teaching is the fact that the teacher can leave or enter the classroom without greatly affecting the dis-

EDITOR'S NOTE

It is remarkable, how movable desks can be juggled to provide atmosphere for a class topic. It is astonishing, how like their elders pupils can think and act. And it is astounding, how some things get into the classroom as "providing democratic experiences." Mr. Gospill, who tells about it through a fictional teacher, is a member of the faculty of Jackson, Mich., East Intermediate School.

cipline. So I decided to put our present experience to the test. Closing the door behind me, I walked slowly down the hall for fifty yards or more and was gratified to hear, even at that distance, the constant hum of industry. If anything, it sounded a little more democratic than when I left.

Re-entering the room, I found, as I had expected, a busy scene of democracy in action. The class had not been idle. The chairs had been rearranged to suit their present needs; several people were on their feet; small groups were concentrating on the issue. What was happening was obvious. The minority, in order to postpone a vote, had started a filibuster while some of their group were out trying to secure more support from members of the opposition. They were doing this in a truly democratic manner by offering gum, comic books, and other things at their disposal in exchange for votes. After I had been back in the room for several minutes, two boys and a girl came out of the cloakroom, where they had been discussing a special phase of the problem.

I recognized them as our resource persons.

I was particularly proud of the boy who was conducting the filibuster. His poise and dignity were not in the least affected by the fact that practically no one was listening to him, and his ingenuity was remarkable. He had launched into a recitation of "Casey Jones" and was repeating the line—"and the whistle broke into a scream"—when the class bell rang, signalling the end of the period.

When they had gone I went thoughtfully about the room straightening the desks and picking up odds and ends of gum wrappers and erasers—equipment that had added so much to the enjoyment of this truly democratic experience. Here, in the littered floor, was an unvarying symbol of democracy in action, and it was, therefore, still another criterion of the success of this method of teaching. As I was stooping over to pick up some frayed pages from a comic book, it occurred to me that, following the true pattern of democracy, the value of this experience had not been diminished a particle by the fact that both sides were wrong.



The Deans: A Confused Group

There are probably no professional positions in secondary schools potentially more significant in their contribution to the welfare of youth than those of the dean of girls, dean of boys, and/or vice principal. An analysis of the influence exerted by the men and women in these positions reveals that, due to the very nature of their work, there is perhaps no one in the school organization who may establish and maintain such close relationships with students, and no other school official who enjoys a better opportunity to guide and counsel young people. . . .

Because of the rapid growth of their responsibilities and the ever-increasing need for administrative assistants, there is today no clearly defined concept of the duties of the dean or vice principal. In many schools the position as it exists depends largely upon the personality and ability of the one filling it. In a study of the duties and responsibilities of the dean of boys in high schools made by Roemer and Hoover in 1939, it was found that no two deans were performing the same duties. One of their conclusions stated that there is a distinct

need for more clearly defining the position of dean in the minds of administrators, parents, pupils, and teachers, as well as in the minds of the deans themselves.

The lack of a definite conception of the true function of the dean is causing both confusion and considerable inefficiency, concludes the study. It is recognized that some differences must exist, as school situations differ, yet educators realize that if adequate training is to be given to those preparing themselves for such positions, it is essential that a common understanding be reached. To be a good teacher in the classroom is no guarantee that one will become a good administrator. The needs frequently expressed by those now in these administrative positions are for more and better techniques in handling problems of maladjusted youth, in helping youth develop moral and social standards, and in developing leadership in young people. Yet improved techniques can come only with specific training and one cannot be trained for an unknown.—BLOOM E. GROSSER in *California Journal of Secondary Education*.

COMMON ERRORS of Student-Teachers

By
JACK B. KRAIL

PERHAPS ONE OF the most common mistakes which a student-teacher is likely to make is assuming the attitude that since he is only a temporary member of the teaching staff at his laboratory or practice school, he need not concern himself unduly with a consistent, reasonable policy of control and development.

This bearing of his has two unfortunate results. First, the student-teacher who follows may find the work complicated by the slipshod methods of his predecessor, and second, the practice teacher who improvises and uses spur-of-the-moment devices may well carry these over into his professional work later on.

Frequently, the college student who is about to begin his practice teaching has lost touch with the content of high-school courses in his field. He may be well-grounded in subject matter, but he has gone so far beyond high school that he is no longer able to visualize the thought processes through which the beginner must pass in mastering elementary skills.

For example, a practice teacher may have progressed through calculus, but may not be able to do a good job of teaching beginning algebra simply because he cannot conceive of the difficulties which beset young people faced with this subject for the first time. Similarly, in Spanish, a teacher may be able to present a fine discussion of a novel or play, but be lost when he must present a clear, logical explanation of a thorny point in grammar.

The student-teacher knows this material, but can no longer see what is difficult in it. He has used it so much that it has almost

become second nature to him. Closely connected with this hiatus is the inability of a student-teacher to explain the *why* of a certain process or fact. Again, the teacher is so familiar with the material that he has never taken the time to analyze it.

Another common error which a practice teacher often commits is showing a lack of graciousness or sympathy with a pupil's efforts. A boy has been asked about the importance of the Spanish heritage in the New World. He answers incorrectly, stating that the Spaniards left very little here, since the Latin Americans did away with all Spanish influence when they rebelled against Spain. This answer may represent an honest effort on the part of the boy; in any case, it does show a certain amount of historical appreciation. The practice teacher, however, regards the response as just another mistake, and after saying "No, that is wrong," either passes on to another member of the class or, worse, answers the question himself.

The point is that the teacher does not realize that the pupil *has* made an honest effort, and that though he has made a mistake, he should receive some encourage-

EDITOR'S NOTE

Mr. Krail has attempted to present a down-to-earth account of common errors that beginning teachers make—the ones that can be corrected early in their careers. He is supervisor of Spanish in the Milne School, the laboratory school of New York State College for Teachers, Albany, N.Y.

ment for trying. Saying "No, that is wrong" in a critical or uninterested tone of voice may easily lead the boy to believe that his efforts are not appreciated. This kind of procedure produces that dead, unstimulating atmosphere that one senses in a class where the teacher has little sympathy with students' efforts.

If, instead of giving a flat negative, the teacher smiles, remarks that the answer shows a lot of thought and is correct to a certain extent, and then goes on to ask one or two questions about the religion, the language, and the customs of the New World, the pupil is likely to see the interest of the teacher, and will probably attempt to make another contribution to the discussion. He will not remain silent if he knows that the teacher realizes he has presented an answer representing an effort on his part. All this entails not only a gracious, pleasant manner on the part of the teacher, but means that he must show a real interest in what pupils say. Young people usually recognize this child-centered attitude on the part of a practice teacher.

Concentrating on only one aspect of teaching at a time is a common failing of many student-teachers. For instance, during a recitation the practice teacher may keep his eye on the text in his anxiety to follow the work and present the material correctly. While board work is being done, he may devote his entire attention to what those at the board are doing, rather than split his attention between this and the rest of the class who remain seated. He may concentrate only on what one student is saying, so that the recitation becomes an exchange between one member of the class and the teacher. The rest of the class is excluded because the teacher has not trained himself to handle more than one pupil at a time. Frequently attention and interest lag, students look around for something to keep them busy, and then the practice teacher wonders why he has a discipline problem on his hands.

Common, too, is a lack of poise which forbids smoothness of presentation and transition. Practice teachers often do not seem to carefully think through the manner of introducing new material; they plunge into the work at hand abruptly, hardly giving the class time to realize that something new is being taken up. This is especially true when new work is presented during the latter part of a class period.

A typical example was observed in a French class. The pupils had finished a grammar unit, and were about to start a civilization unit on Paris. Without pausing to explain the new work, the student-teacher directed the class to open the text. He then started to read aloud. The majority of the class were puzzled, and showed that they did not quite realize what was happening. Later the supervisor questioned the teacher about this, and was told that the student-teacher knew there was something wrong, but did not know exactly what to say.

Closely connected is a precipitate manner of asking questions and expecting answers. Many practice teachers ask a question before the time has come to presume that the pupils are able to answer. Or the teacher may ask the question before the class is ready to pass on to this particular material. Perhaps the student-teacher does not give the child enough time to formulate his answer before passing on to another member of the class.

All these faults induce a lack of balance and smoothness in the group; the work progresses jerkily, and some children are never given time to grasp the question, or the answer, when it is given. The converse of this situation is also true: some student-teachers call on a student, and even though it is evident that he does not know the answer, the teacher waits while an uncomfortable, boring silence develops.

Motivation is one of the most important aspects of any teacher's work, and it should demand a large part of his time and his

thoughts. Too many student-teachers seem to believe, however, that because the material is in the text, it is *per se* interesting and important. Consequently they do not take the time to analyze the subject-matter in terms of student interest and importance.

An example in a Spanish class occurred when the group was being introduced to Lope de Vega. The yawns and bored looks of the class showed plainly that as far as they were concerned, this material was just one more example of the many useless things they had to learn. They were not at all interested in the author's life, nor in the statement that he was one of the world's greatest playwrights. It would have been easy for the teacher to arouse class interest by telling the plots of one or two of the author's plays, and by stressing his romantic aspects.

Similarly, in French, a student wanted to drop the subject because he could not see the practical value of the material he was being taught. In this case, a solution was worked out whereby he was permitted to engage in independent reading, neglecting that part of the classwork which had no bearing on his interests. When this arrangement was made, the student forgot all about dropping French and evinced a lively interest in magazines and literature dealing with science and mathematics.

In both of these cases, the student-teacher knew that no interest was being shown in the work, but he did not seem to realize that it was part of his job to make the material interesting and valid.

Frequently the demands that teaching makes on adult leadership do not seem to be known to student-teachers. Many of them do not realize that when they step in front of a class, they must assume not only a certain degree of authority, but also adopt an adult attitude. The pupils expect this maturity, and when it is not forthcoming they show their lack of confidence in the teacher. Student-teachers often show a marked hesitancy in giving

directions and suggestions. Instead of a forthright directness they adopt a diffident manner, or they give the impression that they do not feel capable of giving forceful guidance.

In one class which I observed, the students were not learning because early in the semester the teacher had not impressed the class with his superior maturity and intellectual achievements. The students considered themselves his equal and treated him as such, to the detriment of good teaching and guidance.

The theory courses which prospective teachers follow are a very important part of their training, but unfortunately, they often remain no more than an abstraction to the practice-teacher. He does not seem to be able to apply the methods which have been painstakingly outlined for him. Instead he teaches as he was taught, thereby continuing a traditional method which may have been proved to *him* to be faulty. He is particularly likely to revert to such a method when faced with an unexpected situation or a "hitch" in his class work.

A Spanish I class was ready to learn the use of *gustar*. The material and method had been outlined for the student-teacher the day before. However, the class started late and the teacher, a little flustered, started out by giving a rule. He followed this by teaching (via the lecture method) the use of the indirect object pronoun, the place of the subject, and the repetition of the indirect object with a pronoun when the former is a noun. All this went on without the class saying a word in Spanish or in English. There was only one example put on the board, and that was a complicated one, meant to illustrate a compound tense with a negative. Needless to say, the work had to be re-taught the following day. After the class was over, the supervisor questioned the teacher about this. He replied that this grammar method was what came to his mind most readily, since he had been taught that way in high school. This teacher had

not been able to apply the oral method which had been demonstrated for him, both in methods class and in the high-school class.

Since most student-teachers come to their practice teaching directly from college classes, they tend to reflect the lecture method commonly employed in many of their courses. A practice teacher often does too much of the "reciting," not realizing that the pupils should perform this very necessary class activity.

In a recent unit on South American Indian civilizations, the practice teacher became carried away with the material and lectured to the class for a large part of the period. It would have been better if the teacher had followed his lesson plan and had drawn the information from the group by means of questions and discussions. The pupils were eager to contribute what they knew, but the student-teacher seemed to have forgotten that they were the ones who should have done most of the talking, and that his role was that of moderator. The loss of interest on the part of the class as the teacher lectured to them was clearly visible to the observer.

Maintaining a reasonable degree of order in class is one of the very important subsidiary jobs of a teacher. This order cannot be maintained by the old-fashioned methods of sending noisy students out of class, scolding them, etc. The pupils must be shown that it is to their benefit to maintain the proper business-like atmosphere in their class. Student-teachers frequently err in this phase of teaching because they are either too strict or too lenient.

One student-teacher recently sent three children out of class on three successive days. The reason? They had been talking among themselves instead of working. Investigation showed that the fault was the teacher's. He had not made the material interesting nor had he tried any other method of control except sending the stu-

dents out of class. Unless a student-teacher learns that he must overlook certain happenings in class, he will spend most of his time being a policeman.

For example, in one class a boy became overly enthusiastic during the discussion and used a word that, though not obscene, was improper. It was done *sotto voce*, and no one in the class seemed to have heard it. The student-teacher, however, stopped the class and criticized the student for his language. The rest of the class was then curious about what had been said, and before the incident was over, the teacher had not only lost valuable minutes of class time, but had aroused a feeling of resentment in the boy for being called down in front of his classmates. It would have been far better for the student-teacher to overlook what had been said. The happening had aroused no interest in the class in the first place, and the whole thing had been unintentional.

The converse of this particular situation is also true. Some student-teachers believe that extreme leniency can take the place of firmness and leadership in gaining the cooperation of their classes. Sooner or later they are faced with a class which has lost respect for them, and they must then depend on the presence of the supervisor to get through their teaching periods.

This article has indicated some of the errors which must be expected in the work of a beginning practice teacher, in spite of adequate preparation in both theory and subject-matter. Constant guidance and correction by the supervisor can nearly always remove these faults. In most cases, the opportunity afforded the student-teacher to instruct under skilled supervision and guidance while he is still at college will bring these errors to the fore, so that they may be remedied before he gets into the field. All of this assists in the creation of a more highly-trained, skillful teaching staff.

WHITE CANDLES IN CHIMERA

By
RALPH A. RINGGENBERG

THERE WAS in those days in the County of Chimera a wondrous school set upon a high hill where it could be seen by all the principal taxpayers of the district. Costly tiles and a golden dome reflected—but did not admit in sufficient quantities—the dazzling light of the sun by day and the soft rays of the moon by night. Eloquent, pithy, and unread gems of educational wisdom were inscribed above the entrances to this beautiful monument of learning.

The plan of this school and the manner in which the chosen children of the Gods were to be educated within its walls had been recorded in the *Book of Precepts* many decades before. At some unknown point in recent antiquity the ancient Fire God of Superintendency had spoken directly to the five prophets on the school board saying that there was to be erected the Temple of Eternal Fixation. And this Temple was to contain representations of the Fire God of Superintendency, the Flame God of the Principalship, the Flicker Mother God of the First Grade, and of all the lesser and greater Gods.

Accordingly, the Dark Passageway of Apprehension had been constructed within the Temple which contained representations of all the great and lesser Gods. The lesser Gods were each symbolized by a small, engraved pot of flaming oil set upon a silver pedestal. The first was that of the Prince of Varsity Athletics, before which an Illuminator of Universal Gullibility—as all Chimerian worshippers were known—knelt with bowed head and recited the "Prayer of Win at Any Cost," which he had

been taught since the days of his infancy. Should even a few Illuminators recite this prayer with sufficient volubility, Chimera would be protected from the ravages of losing athletic contests.

There was also a receptacle engraved with the figure of The Prince of Textbookitus, before which the Illuminator gave the "Incantation of the Nauseating Tome." Another vessel delicately portrayed the saintly features of the Princess of the Folded Hands, which required the worshipper to chant the awesome "Command of the Perfect Behavior." And there were altogether one and one hundred lesser pots representing all the good aspects of education.

At the end of the Passageway there rested the huge pot of The Fire God of Superintendency, flanked on each side by slightly smaller vessels representing the Flame God of the Principalship and the Flicker Mother God of the First Grade. The latter was also known as the Motherless Holder of the Two-Year Certificate and had appropriately been depicted as a woman not quite certain of her next meal. "The Adoration of the Underpaid Hireling," recited before this Mother God, was the most beautiful of all the prayers, often given at Commencement exercises.

In the corridor of this magnificent structure were the engraved names of the five original founding prophets. As a last act of worship before leaving the edifice the Illuminator knelt before this plaque and intoned "The Prayer of Education by but not Always for the People."

Recorded in the *Book of Precepts* were the Ten Commandments of Chimera:

First: thou shalt not place any other Gods above the Fire God of Superintendency, who shall decide everything for everybody without consulting anybody.

Second: teachers, because of some previous bitter experience, shall lump all administrators into one class and only begrudgingly give a minimum of surface cooperation to even the capable and democratic supervisors.

Third: the sacred building, without bulletin boards or storage cabinets, shall never be marred by unsightly student work. It shall always preserve that new, that unused look.

Fourth: progress shall consist in being the "last by whom the new is tried," lest offense be created among the Gods. But when some conservative project is attempted, it must be done alone to insure the promotional soul of the doer.

Fifth: no child of the Gods shall be failed. In spite of television, the corner drug store, and the cussedness of human nature, the one-third of the failing group who probably benefit from failure shall not benefit.

Sixth: the local teachers' association shall be a vital force in educational affairs, having the function of arranging social gatherings and of listening to speeches by the Superintendent. Such things as higher salaries and sick leave are not to be mentioned. After all, the teachers should derive great satisfaction from the knowledge that their superintendent was once an underpaid teacher like themselves.

Seventh: parents shall assume that everything is all right as long as the team wins and Willie gets passing marks.

Eighth: pupils shall assume that education comes in fancy packages which have a beginning and, thank Heavens, an end. Real learning occurs outside of the school.

Ninth: democracy shall come to mean an easygoing way of life in which the chances of getting by are better than ten to one.

Tenth: education is growth and therefore the teacher shall start with the child at

his present stage of development. But having no accurate or readily accessible means of determining that stage or of subsequent progress, this principle shall be given only lip service. Grades shall be given according to rigid standards or else according to a normal curve (aptly named because it has the effect of making everyone normally lazy).

But in later times evil corruption arose within this agreeable pattern of worship, and a Prince of Darkness appeared in the remote sixth-grade part of the Kingdom. Contrary to both professional and lay understanding (one and the same thing in Chimera), this blackguard, this archfiend, this Beelzebub had betaken himself to summer school, where he began to take seriously many of the Godless wonders of which he learned. The most offensive objects were the pure white candles of progress which he proposed to substitute for the smoking pots of Chimera.

Now no person in Chimera, not even the Superintendent, had ever heard of anyone taking seriously the white candles of progress. To an orthodox Chimerian the flaming oil in the Temple represented the highest practical achievement possible in the use of fire. No one could (so what was the use of trying) produce a better or more pure fire for practical purposes than the oils of

EDITOR'S NOTE

In Chimera the school had been run for many decades by the unvarying and unchangeable Ten Commandments, and in the school burned the holy, smoking flame pots. So you can imagine the consternation when a heathen turned up on the faculty and began to practice his heretical rites in the classroom, and tried to replace the flame pots with pure white candles. Mr. Ringgenberg teaches in McKinley Junior High School, Middletown, Ohio.

Chimera. If this were not so, then the Gods were wrong and of course the Gods could not be wrong. After all, the direct worship of the candles was really idol worship, since the flaming pots were only representations of the Gods.

One thing led to another with the Prince. He made such unheard of demands as the use of the gym by the elementary grades and of extra pay for such extra duties as the grading of papers. He gave achievement tests at the beginning of the year and repeated them at the end and geared his individualized instruction and grading system to the results, a very offensive practice to those pupils who were accustomed to getting by without half trying. Many of his pupils found out that their sins of commis-

sion and omission had both immediate and subsequent results.

Oh! what wonderful justice of the Gods sentenced this evildoer to be banished forever from the Kingdom of Chimera to a school far away where he received a higher salary along with the freedom to use his candles. No worse fate could befall him.

Such was the deserving end of the Prince of Darkness. To make certain that no such sacrilege should ever happen again, stricter interviews were given all applicants for jobs, and the old timers told and retold of the heresies of the Prince. In this manner, the Gods of the Flaming Pots triumphed over their enemy. The beautiful and logical result was a school without disagreement or friction and also without candles.



The Great Pepperidge in Action

On the day the examiners arrived to evaluate his work, Pepperidge was teaching an economic geography class in one of the big music rooms, chosen to accommodate the throng of visitors. In the audience there were at least twenty pupils who had "cut" their classes, some dozen-odd pupil teachers from various departments, a number of substitute teachers, four candidates for higher license, a delegation of teachers from a New Jersey school who had come to study the Pepperidge techniques, the principal, and the administrative assistant of the school, and last, but not least, the custodian and two of his staff.

Applause greeted Pepperidge when he entered the room on that fateful day. Forming letters "SPS" on the platform, a group of students chanted the title of the day's lesson: the Southern Plantation System. Of course, the examining committee noted the effectiveness and the clarity with which the teacher had announced the title of the lesson, something many pedagogues neglect all too often. Several bales of cotton were in this gaily decorated room. A large portrait of Robert E. Lee adorned the front wall. Pepperidge himself, dressed as a field hand, was holding a guitar.

After a student secretary had taken the attendance, Dr. Pepperidge climbed on top of one of the

bales of cotton and began playing and singing excerpts from "Porgy and Bess," the class joined him in a rendition of the chorus from "Bess, You Is My Woman." For the benefit of students of pedagogy, this type of motivation is based on the well-known principle of multiple-sense appeal, and today is studied in schools of education under the topic of the televised motivation. This mode of motivating the lesson made a big hit with the students and nearly all the visitors, with the notable exception of the principal and the custodian.

A few embarrassing moments ensued, when the principal ordered Dr. Pepperidge from his perch atop the bale, on the ground that this was "conduct unbecoming a teacher," and then the custodian instructed his two helpers to remove the bales as constituting a serious fire hazard. Despite these major interruptions, and a few minor ones, such as the dean of boys sending for "cutters," and the late arrival of a consignment of boll weevils from a nearby museum, Pepperidge finished the lesson, under the impetus of his sensational motivation. Needless to say, the board of examiners gave Dr. Pepperidge the highest possible rating for the classroom test, and it was only a matter of time before he was licensed as a first assistant.—SAMUEL SIERLES in *High Points*.

5 common factors to give our schools

By
C. C. COOLEY

SUBSTANCE

POSSIBLY ONE OF the most amazing things concerning our present-day public educational system is the astonishing spread in the quality of the educational offerings we, the taxpayers, furnish. Some of the variance is inevitable, some even desirable; a good part of it is unexcusable.

On the one hand we find the adequately staffed and financed organization; on the other the marginal standard school, existing in a state of apathy, seemingly in operation from year to year only because of the inertia of previous years. It is with this situation that we are primarily concerned. Even some of our fair-sized systems, on the surface delivering proper educational return for the tax dollar are, upon closer examination, wallowing in the educational doldrums.

We are not so much concerned with reasons and causes as with the correction of the trouble, but a few reasons may be listed. Lack of financial backing is probably the most obvious. Tied in with this would be inadequate physical facilities, or an unbalance of facilities within a system. More intangible, and sometimes even harder to deal with than these two, are two more: lay and professional apathy, and the hampering effect of tradition. Lay apathy is probably more forgivable than the professional. The latter, being close to a faulty situation, should not only recognize the fault, but attempt correction. As for tradition, this is no attempt to belittle its value, but all too often we allow it to be the anaesthetic which lulls us to an academic sleep, and, too, an ever-present excuse for leaving matters as they are.

The question resolves itself, then, into the matter of what we desire for these more

passive school systems. We may accede to the very human desire to simplify the problem. We will do just that, but first we must remind ourselves to remember what this matter of public education is.

Education is concerned with the development of human personality; education is a basic social force concerned with the development of a stable democratic order. It is *not* a mechanical factory production routine for teacher, pupil, or administrator. It is *not* the presentation alone of facts to be learned. The act of teaching is not so much a matter of techniques as it is a presentation of principles. Teaching and the learning process often require a considerable subtlety on the part of the teacher.

What we desire in our schools, then, is something both broad and complex. Perhaps *substance* is the sought-for quality. Three definitions follow:

1. That which gives a stability or solidity; confidence, as faith.
2. Of real worth and importance, of considerable value.
3. Of or pertaining to substance; having real existence—permanent, lasting.

Quite obviously, the manner of attainment will vary from school to school. There are factors, however, common to all—*substance creating factors*, which are vitally intermeshed in this matter of having a school system which lives, breathes, and functions as it should. They will be listed and discussed.

1. *Operational pattern.* This phraseology is open to criticism. The concern here, however, is for the inter-relational aspects of all those matters involved in the schools'

operation, plus the equipment, facilities, and supplies provided for instructional purposes. The operational pattern is intended to be concerned with the whole range of the schools' sphere of influence and those who, conversely, influence the school. Threaded through this whole situation is something we could call the *tone* of the school. It involves the people of the community, adults and adolescents, the teaching force, the administration, all those who touch and are touched by the school.

In short, what is the composite feeling about the school? When occasion demands, how do they work together on school matters? How much positive interlacing of effort is there on the schools' behalf? *Is the school a going concern?* Here, then, is something, however intangible, that bears directly on the substance of the school. Subsequent points will show a tie-in with this first point.

2. *Physical plant.* Being an easily discernible factor, the school physical plant receives, in a community alive to the problem, considerable attention. Especially is this true in the community alert to the publicity aspects of school structures which are at least imposing externally. Many times this is true to the extent that other facets of the educational effort suffer considerably. Thus unbalance would be present in the total educational picture. School plant design is, however, almost a science within itself, and thus beyond the scope of this article. The primary stress here should be on maximum utilization of the existing facilities. More often than not, today's schools are crowded to the extent that room-use charts and class loads must be carefully matched to room capacities for maximum efficiency.

Use should be made, too, of all available research and knowledge in the realm of individual room planning. Without spending too much time on detail, consider the importance of such matters as color dy-

namics, home-like atmosphere, teaching equipment, lighting, heating, and ventilation. Most of these matters can be initiated or improved at small cost, even in the older schools. They all contribute to the process of creating the school with substance.

3. *Personnel.* School personnel is so all-important that it may well be thought of as the key problem in the approach toward school substance. Irrational and silly actions in the hiring, dismissal, retention, and treatment of employees occur constantly in schools. Keep this problem on the proper track by remembering that instruction is the primary purpose of the school. Personnel are employed and retained as a service to this aim. Other purposes must be subservient. Administration, for example, does not exist for itself, or for its own glorification. Nor do teachers exist to serve administration. All exist to serve the instructional purposes of the school.

Certain characteristics are expected of all school personnel. They should, above all, have emotional stability. We seem to live in a world today where normal values of life are subjected to severe stress and strain. It is one of the functions of anyone connected with the schools to serve as a steady influence, a balance wheel. All persons in the school employ need to be masters of their particular skills, at least to the extent that their actions and work on the job command the respect of townspeople and co-workers. The cause for education suffers if this minimum is not met.

The classroom teacher, in constant contact with the pupils, must be capable of developing and holding intact an *esprit de corps* in his groups. There is no place for the cold teacher, the militaristic, stiff, uncompromising, hew-to-the-line type. We are smart enough today in the fields of group dynamics and psychology to know that coercive "threat of death" teaching simply does not fit the modern picture. True learning cannot take place in such situations.

Under the heading of school personnel we may rightly include the school board and custodial staff. Though at somewhat opposite ends of the picture, they nevertheless wield their influence on the school picture, the former obviously, and the latter more than would ordinarily be thought.

4. *Curriculum content.* The school seeking this quality of substance should be intensely concerned with curriculum, curriculum improvement, and curriculum reorganization if necessary. Following democratic concepts, let such work be a cooperative effort involving both school personnel and lay people. Such group work on curricular changes is relatively slow, but by using this method all those concerned have the opportunity to contribute to the total result. This alone helps to create substance by the tying in of the community with the school.

Curriculum building, like the design of a school plant, has almost become a science. Caution should be extended here. While not beyond the depth of school faculty and community workers, it is a slow process, and any such reorganization may well cover a period of several years.

The modern curriculum should bring into use the newer tools, the audio-visual aids, the field trip, the outside speaker, the project method, or the core curriculum where suitable.

Curriculum, which might be referred to as the heart of the school operation, certainly should receive a fair share of attention in the development of the total school, and in the development of the substance factor.

5. *Public relations.* It is strange that over the years the schools have not been more cognizant of the power of public relations.

EDITOR'S NOTE

Mr. Cooley thinks that the "astonishing spread" in the quality of education in the U.S. is in some ways inevitable but that "a good part of it is inexcusable." He suggests five points at which schools everywhere might find common ground, and have the same standards. For the past eight years he has taught in the Plymouth, Mich., Public Schools. This year he is doing graduate work at the University of Michigan, Ann Arbor, Mich.

Public relations have, all too often, come to the fore only when a building program was planned, with the attendant bond issue. Modern educational thought subscribes to the pattern of a continuing public-relations program. In the larger schools this may be formalized and command the full-time attention of a skilled person. However, in the far-more-numerous smaller schools the matter of public relations becomes the concern of all personnel.

Public relations is more than a matter of selling the schools to the public; it is a process of tying the public in with the school in the educational effort. In the past, the pulling and hauling evident from time to time between the school and its public was all too often a matter of ignorance of educational aims.

All of the factors mentioned here, and others, work together and overlap in the attaining and maintaining of a functional school, a school that fits its community, serves its pupils, and both prepares and encourages them to adjust into the flow of the community life, to the end that they may be happy, useful, and earning citizens. Only when this occurs can it be truly said that the school has substance.



No one will dispute the statement that the first year of teaching is a difficult one; but so also is the second—and the third—and the thirtieth.—MARY HEALY in *The Indiana Teacher*.

READING is CATCHING

when you know their dreams, interests

By LORRENE L. ORT

WHAT'S THE catch?" That was the suspicious response that brought me to an abrupt halt several years ago in a language-arts class. This remark was thrust at me by a very earnest-eyed seventh-grade lad who questioned my sincerity when I happily announced, "Today we shall read just for pleasure."

After a stunned moment, I asked Larry what he meant by "catch," and his reply was that whenever he read in school he was either clocked, given a test on the completion of his reading, or, at the story's end, there was a cross-examination comparable to the third degree. Pleasure reading? There was no such thing.

Larry's question burned its way into my conscience, and determination rose to the fore and announced in me that before junior high school was past history these children would voluntarily reach for books and ask for more.

Determination is all very well, but knowledge is an even more dynamic force. Little informal classroom chats established needed rapport and gave clues as to reading likes and dislikes. Reading tests showed at what level these children were capable of reading, and it may be interesting to know that this particular group had a reading span which rainbowed from easy third-grade level to the college plane. To ascertain what magazines were most enjoyed we conducted inquiring-reporter polls, and we bolstered our reading confidence by presenting excerpts from treasured books.

By this time we all knew we wanted reading material and a variety of it, for there were the boys who dreamed in terms of the panorama and lore of the Old West; there

were the muscle men who lived a champion's life with such an author as Tunis; there were the adventure and mystery seekers just waiting for an introduction to Meader, Pease, and Jewett; there were the quiet children whose very shyness gave them a oneness with animal fiction; there were children who needed the security of the family chronicle; and there were girls who wanted to live, if only vicariously, in a world of college dorms, frilly proms, and gallant young men. Of course, we had any number of embryonic scientists, a historian or two, a bevy of would-be nurses, and a brace of poets and fashion fanciers, so our reading wants were many.

Children are creatures of fancy, and although reading was what this group wanted they weren't sold on the idea of going after it. So Mohammed's mountain came to the school. We looted the public library's treasure-chest many times that year to supply

EDITOR'S NOTE

The ancient, well-known recipe for rabbit stew began, "First, catch a hare." The recipe for creating an appetizing literary stew that will make avid readers of reluctant pupils is much more difficult. The poor student is already trapped and held in school by the forces of law, home, and the truant officer—but he won't read. So Mrs. Ort's own recipe begins: First catch and learn the dreams and interests of the individual pupils. She is a language-arts teacher in Napoleon, Ohio, Junior High School.

adequately our room library, and the following year we made even more frequent raids and plunders. The problem now became not, "Who will volunteer to help make library selections this month?" but, "We'd better give someone else a turn; you were on the library committee last time!"

In helping children help themselves to books, I, too, helped myself to necessary teaching know-how.

Every teacher, I found, must know many books himself—not just one or two books, but a treasure-chest full. He must love books, and his book radiance must be "catching." The premium placed on books by adult prestige exerts a great influence upon young people.

Understanding, humor, and love are prime teaching requisites. To understand a child a teacher must know his needs, abilities, limitations, and ambitions. Only then can he help in placing the right book in the child's hands.

The physical aspect of a book is all important. Beautiful, clear, and readable print on a well-spaced page will say, "Take me!" to a child, and lovely illustrations to whet the imagination will also add to the book's charm.

Generally speaking, pupils enjoy leisure reading at a grade—or sometimes two grades below their own level. They dislike a book that is too difficult, for then the book becomes the master and not the friend.

If a child asks for a specific book and a different bill of sale is offered him, he becomes irate. He wants what he wants when he wants it! However, if he says, "Haven't you any good books here?" then he expects you to pitch in with whatever Houdini magic you possess and produce *the book*, and he'll thank you for it.

This space is reserved for the really good books with an invisible *no-sale* sign neatly pinned on them by would-not-be-readers. Such books should be a stimulus to teaching salesmanship, and good salesmanship is not obtuse. If an introverted book appears on

our reading shelves, I remove it and place it on my own desk—a situation certain to draw questions! Another trick is to tell a child who could enjoyably profit from the reading that such a book is perhaps too advanced for him, and that whips the ego into denial. A third method is to read tantalizing little snips from the book, for a teacher can do much to enhance its value if he will build up its character with oral presentation.

I remember most vividly how spell-bound an assistant librarian held a room of third graders. She came to tell them the story of a little monkey, but she captivated their eyes first with a furry monkey on a stick. The monkey's animated cavortings and the librarian's voice sold a book that was probably loved right down to its very binding. "But," you object, "that's third grade!" Very true, but there's a good pinch of third-grader left over in even the most supersophisticated teen-ager, and he still responds to the dramatic.

These are but a few of the numerous ways to popularize a book—to make it a member of the peer group.

Reading of all kinds can be glamorized by attractive student-planned bulletin boards featuring colorful book jackets. Children enjoy making *papier-mâché* book characters and masks, or artistically interpreting favorite books and stories in group activated murals and friezes. Every room should have its own student librarian and assistants, and, better yet, a library club is invaluable. Publicity, too, is a compelling incentive for ego-centered youth, and an original book review (complete with by-line) published in either the local or school newspaper is high reward. Reading can be delightfully linked with music, art, geography, science—oh, where shall we stop with this Operation Book?

Have you ever attempted to re-name the days of the week? We have. There was Magic Day when tricks were performed *a la* science, and where did the children get the

wherewithal to perform such feats? From books, to be sure. We also have had Riddle Day, My Favorite Author Day, Funniest Book Day, Career Day, Rhyme and Rhythm Day, and (sh!) Mystery Day. Our days are so full of a number of things that we've all learned to be as happy as the few but proverbial kings.

Pupils should become cognizant of the various types of reading that they will encounter: factual and informative reading, signs and symbols, specialized reading such as charts and graphs, remedial reading, written communication, mathematical and sci-

entific reading, and pleasure reading. Recognition of these areas reduces misunderstanding and clarifies the thinking in selecting the best method of approach needed for effective mastery.

It has taken time to prove to Larry and some of his friends that there is a realm of pleasure reading, but in that time many boys and girls have learned that books can be friends and not Puritanical task-masters. The question no longer is, "What's the catch?" but, "When shall we get more books?" These children have found their passport to the universe of books.



Remedial-Reading Student: What He's Like, What He Needs

The remedial-reading program draws its students from a minority group in which the incidence of social, personal, and emotional maladjustment is relatively frequent and the range of intelligence widely varied. . . .

In general, the remedial reader is more often characterized by that dullness of response, indifference, apathy, or sullenness which suggests unhappiness deep-rooted in the shambles of self-respect. Fear is evidenced in the averted eye, the hanging head, and the startled reaction to sudden noises or questions. Posture is frequently poor, featuring a slouch, stoop shoulders, or protruding stomach. There, too, is a carelessness about appearance, evidence of dishevelment of clothing and, in more flagrant cases, unkemptness of person. In addition, the signs of sex interest are markedly discernible in the demeanor of both girls and boys.

The cardinal trait that is recognizable throughout all his actions is a general resistance or negativism toward learning, the teacher, and peers. This becomes overt in a superfluity of the mechanisms of withdrawal, passive-resistance, and degrees of aggressiveness ranging from sly remarks to temper tantrums. In a secondary position, but seemingly all pervasive, is an immaturity extending through social, emotional, and intellectual areas. Self-evaluation is poor, manifesting itself in feelings of defeatism and unfair treatment. There is a noticeable lack of initiative, self-confidence and sense of responsibility. Dependence on the teacher is high. Interests are usually limited, sometimes childlike,

and often bordering on the delinquent. Suggestibility is great, resulting in disturbances in the classroom and truancy.

An exposition of the characteristics of the remedial reader clearly establishes the premise that his problem is not founded merely on a lack of reading skill. Prolonged failure and denial of the normal, socially approved satisfactions derived from academic success result in emotional blocking that is designed to protect him from the school's continued attacks on his integrity, and a pattern of frustration that hinders learning in the classroom situation. For these reasons, the remedial reader neglects the solution of his reading problem and expends his energies in futile attempts to evade situations in which he truly believes he cannot succeed. The inevitably resultant failure sets up a circular reaction, reinforcing his assertion that he never can read well and further diminishing his self-respect. . . .

In recognition of the total problem of the remedial reader, the remedial-reading process is essentially therapeutic. Its basic attack on the reading deficiency is the emotional reeducation of the adolescent. . . .

The teacher of remedial reading must think primarily in terms of the promotion of the welfare of the individual as an individual and as an individual within the group rather than solely in terms of the improvement of the student's academic skills.—JOHN J. BUTLER in *California Journal of Secondary Education*.

In School Through Interest

By E. PHILIP VAN KERSEN

WHITTIER JUNIOR HIGH SCHOOL in Flint, Mich., is attempting to tackle the problem of how to secure good *voluntary* attendance.

We know that most children when they are very young play at going to school and look forward eagerly to kindergarten as a big event. Yet somewhere along the line a feeling of antagonism is created and truancy is in the making. We thought that most of this feeling came as a result of children not being able to achieve on the level of accomplishment demanded of them.

To reach a solution to our problem one of the first steps was an adjustment to individual differences. Children were checked on an achievement test for scores in reading, math, and social studies. If they did not score on the fifth-grade level, they were given special help by a teacher qualified for the job by training and understanding. These pupils increased in accomplishment so much that many were allowed to enter regular classes after a year's stay in the individual-assistance group. More to the point was the increased interest on the part of these boys and girls; there was less tension and less dislike of school. At present all regular classes are under close scrutiny to ascertain the correct amount and type of subject matter for each pupil as well as his learning rate. We hope to provide students opportunities to learn without undue strain.

We also wanted to make the pupils feel a part of the democracy already existing among the entire staff of the school. The teachers feel free to contribute their ideas for the common good, and each suggestion

for new methods is given every consideration. This sentiment of "belonging" is passed along unconsciously to the students so it was not difficult to formally invite students into partnership in this democratic living. We invited their opinions about their courses of study, and the results found their way into the curriculum study committee's findings.

Special attempts were made to create in parents an interest in the school. When their children first arrived in 7B, the parents met and visited with the class and homeroom teachers, inspected the school plant, and heard the school's philosophy explained. Attendance was explained as a procedure of cooperation to protect the child and assist the parent. During recent years constant effort has been made to inform parents of their children's good points before any bad ones were discussed. Each time report cards were sent out a memo of pertinent facts concerning the school was enclosed in each envelope. Parents were invited in to assist the homeroom teachers with health examinations and records. They also cheerfully acted as patrons and patronesses for the evening dancing parties. At all times fathers and mothers were invited to attend classes and discuss with the faculty any questions about their children.

Our efforts to gain attendance through interest in Whittier, then, are based on the attractiveness of a school program tailored to fit pupils' needs, an intelligent analysis of parents' requests for absences, and most fundamentally on the real and deep interest of teachers, deans, principal, and parents. Attendance is important in the Whittier objective—the creation within our boys and girls of the desire and the power for self-direction. Our results so far make us proud and happy and justify the extra effort.

Editor's Note: Mr. VanKersen is dean of boys and director of attendance, Whittier Junior High School, Flint, Mich.

Events & Opinion

Edited by THE STAFF

RED RATING: Teachers and scholars, who used to be ranked highest of all in the regard of the Chinese, have dropped to 6th place in a scale of 10 in Red China. A new ranking of people by occupation, developed in a survey by Chinese newspapers, is based upon "their usefulness to the country," says a news item in the *New York Post*. Red China rates its people, from top to bottom, as follows: 1—Soldiers, 2—Laborers, 3—Farmers, 4—Government Workers, 5—Artisans, 6—Intellectuals, Teachers, and Students, 7—Craftsmen, 8—Businessmen, 9—Prostitutes, and 10—Missionaries.

BETTER ADMINISTRATION: The "first major field event" in the 5-year program to improve the profession of school administration, for which the W. K. Kellogg Foundation gave a grant of \$5,000,000 to the graduate schools of education of 5 universities, is reported by Benjamin Fine in the *New York Times*.

In this particular project, 14 teams of superintendents, board members, and others, will work out of Teachers College, Columbia University in an investigation of the administrative problems of principals and superintendents in selected communities. Each of the 14 teams includes 3 superintendents, 3 board of education members, 3 citizens, and a member of the Teachers College staff. About 5 or 6 communities will be visited by each team. In each community members of the school system's staff will participate with the team in the investigation.

Dr. Fine says that this 5-year program is one of the most comprehensive ever conceived for the improvement of education in the U. S. "Although educators have long recognized that a school superintendent or principal can make or break a school system, this is the first time that concerted attention is being given to the training of school administrators." The 5 graduate schools of education from which investigations will be made and at which training centers for school administrators will be developed are those of Teachers College, University of Chicago, Harvard University, University of Texas, and George Peabody College for Teachers.

"CO-CURRICULAR SUBTERFUGE": An effort to break the strike of New York City high-school teachers against sponsoring after-school extracurricular activities is reported by *New York Teacher News*. High-school principals have been "inspired

by" the city's Board of Education to classify certain extracurricular activities as "co-curricular" and require that the teachers participate in these activities. Some principals, says the *News*, have tried this "subterfuge" but others have refrained. There have been no after-school hours activities or events in the high schools since the past April, as the teachers continue their strike in behalf of salary increases.

It looks like a long, cold winter, but as we understand it the striking teachers have the sympathy of the students, and the activity-less students have the sympathy of the teachers, to keep them warm. And if the Board gets a little chilly in the struggle, it can always turn to the taxpayers.

SANTA CLAUS PRIZES: Santa Claus is offering a \$2,500 prize to the high-school student who submits the best essay of 250-word length on "Why I Want to Grow Up in America." Santa also offers \$2,500 for the best essay (same length, same subject) submitted by an elementary-school pupil. The contest closes—look here, we are not balmy and this thing is genuine. You don't address entries to the North Pole, but to Santa Claus, Box 1131, Hollywood Cal. Send a stamped, self-addressed envelope to that address with your request for the rules and other details of the contest.

"Santa Claus" is a wealthy California man who has been passing out anonymous benefactions nationally for some years, says Paul E. Deutschman in *This Week*, Sunday magazine section of the *New York Herald Tribune*. The present prizes are offered to help finance the college educations of the winners. As we were saying when you interrupted us, the contest closes Christmas Eve, so you'd better hurry.

NUDE MODELS: Harvard University has just broken a 314-year-old ban, says a United Press dispatch, by agreeing to let art students sketch nude women models. The students, it seems, had grown rebelliously tired of painting apples and landscapes.

FEDERAL-AID COMPROMISE: A Federal-aid-to-education bill that will be acceptable to Catholics and Protestants alike has been promised by Rep. Clayton Powell, member of the House Committee on Education and Labor, according to a news item in the *New York Post*. Mr. Powell's idea of a way to crack this hard nut is a bill with the following provisions: (1) Catholic schools will re-

ceive funds for health, recreation, and lunches. (2) Catholic schools will be excluded from other benefits they desire, such as funds for construction, maintenance, operations, books, or teachers' salaries. (3) Bus transportation will be left up to individual states.

PURCHASE SCANDAL: Millions of dollars have been wasted in alleged improper or illegal purchases of school building supplies for the New York City Public Schools, according to a report prepared for Acting Mayor Impellitteri by Investigation Commissioner Sheils, say recent news items in the *New York Post*. The report charges wasteful and costly practices by employees of the repair and maintenance bureau of the Board of Education, in collaboration with certain contractors and manufacturers. Charges include the purchase of inferior materials from favored firms without competitive bidding, and approval of repair work that did not come up to specifications.

A rule is that orders for supplies or work exceeding \$500 must be approved by the Committee of Building and Sites. Sheils says that this rule was evaded by breaking up purchases into units of less than \$500—such as giving 5 separate oral orders, each for \$158 worth of a given item, on the same day. Maximilian Moss, president of the Board of Education, said he thought the investigation had reached the point where criminal prosecution was indicated. How are things in your city?

PSYCHIATRIC: Psychiatric examinations for present and prospective teachers in New Jersey were recommended in a statement approved by delegates attending a youth conference of the New Jersey State Federation of Women's Clubs, says a *New York Times* news item. If that is a good idea, wouldn't a better one be to give such examinations to present and prospective parents? Here's a United Press dispatch of the same week as the *Times* news item:

"In the home and in the parent-child relations are to be found the crucial roots of character which make for acceptable or unacceptable adjustment to the realities of life in society." That is what Dr. Sheldon Glueck and his wife Eleanor conclude after a 10-year study of 500 delinquent boys and a carefully matched group of 500 boys who "didn't get into trouble."

The Gluecks are criminologists of Harvard University. They claim that in their investigation they developed a method by which future criminals and juvenile delinquents can be identified early in their school careers—in most cases, while they are in the first grade. The system, which is supposed to be 87% accurate, is based upon three major factors:

The boy's relations with his parents; what kind of a temperamental and character type he is; and how he gets along with other people.

COLLEGE ENROLMENT DROPS: Almost 75% of U. S. colleges and universities have smaller enrolments for the current school year than they had a year ago, says the *New York Times*, on the basis of reports of 492 institutions to Dr. Raymond Walters, president of the University of Cincinnati. The two chief causes are a decline in enrolment of veterans of World War II and smaller freshman classes which reflect the low birth rate of the Nineteen Thirties. A good many institutions had decreases ranging from 8 to 14%.

"MILITARIZED" SCHOOL: There has been a lot of tentative planning of steps to take in preparing the schools to meet a possible atom-bomb attack. But what appears to be a startling plan, indeed, is reported by the *New York Teacher News*. A circular distributed to the teachers of a New York City high school, according to the *News*, provides for "complete militarization of the life of the school . . . in the guise of training the boys in order to reduce death and injury to a minimum in case of an 'A' bomb attack."

"Orders" for homeroom teachers include these: Informal relations between teacher and students must give way to a military discipline. Student homeroom officers are to be captains, lieutenants, and sergeants. Students are to swear allegiance to the colors daily. Announcements will be read as "Orders of the Day." With students standing at attention, a daily military inspection of their appearance and apparel will be made. (Presumably a student with a loose shoe lace could be ordered to the cafeteria to peel potatoes.) As for classroom teachers, they are to insist on a rigid etiquette—"Yes, Sir" and "No, Sir," for example. And in health and physical education, the *Marine Handbook* is to supplement the course of study. Formal drills and military exercises are to replace games.

That's the story as we read it in the *News*.

PREXY: The average president of a major university is 52 years old, is "loaded with degrees and memberships," is married, and is the father of 3 children, according to a survey of the 37 presidents who attended the recent annual meeting of the American Association of Universities reported by the Associated Press. (Presumably this typical university head sports half a Phi Beta Kappa Key, as just about half of the 37 subjects wear one.) This information is of no earthly value or use. But if you absorbed only valuable, useful information you might not know much.

➤ Book Reviews ➤

PAUL S. ROSS and EARL R. GABLER, *Review Editors*

A Sociological Approach to Education, by LLOYD ALLEN COOK and ELAINE FORSYTH COOK. New York: McGraw-Hill Book Co., 1950. xii + 514 pages, \$4.50.

Although identified as a revision of Cook's earlier work, *Community Backgrounds of Education*, this new volume is much more than a re-examination of an original work. Indeed, the new title, *A Sociological Approach to Education*, indicates as much and also offers the motif which is a theme in each of the twenty chapters, which range from "The Community Frames of Life" and "Social Class in the School" to "Campus Culture and Learning" and "The Control of Delinquent Gangs."

It is highly gratifying to find a textbook which has so quickly responded to the most recent developments in the field that it purports to cover. With the usual educational lag in textbook reporting it would have taken from five to ten years for the sociological surveys of the Warner group to have been included. This is especially true when basic

material is to be furnished as content rather than mere editorial comment on or bibliographical listing of the latest studies.

The authors also furnish late conclusions from sociometry, group dynamics, and child socialization, integral parts of an educational approach that is dynamic and personal rather than book centered and static. The community-oriented technique is well developed, as it was in the previous volume, and it may reasonably be argued that this method of attack is the educational front of tomorrow—which ought to be, of course, today's!

In reasonable criticism of *A Sociological Approach to Education*, it may be said that Francis Brown in *Educational Sociology* (Prentice-Hall, 1947) takes a slightly more anthropological view of the culture question involved, and while the Cooks' failure to include Celia Burns Stendler's *Children of Brastown* in their survey may be pardoned as an oversight, the relegation of Allison Davis' contribution to the field to bibliographical

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riculum work, and a list of general criteria for the evaluation of a curriculum program. The remaining chapters present nine reports of actual curriculum programs of various types.

This volume is especially suitable for use in workshops and other in-service education programs because it focuses attention on procedures of curriculum change. College professors will find this book stimulating for use in classes concerned with curriculum improvement. 464 pages. Cloth \$3.00

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reference only cannot be condoned. These are omissions that should be remedied in the next edition.

Nevertheless, *A Sociological Approach to Education* is so far ahead of most of its competitors and so patently fresh in viewpoint that it should be used and read immediately. I think that I can predict a wide acceptance for it among those who have a real interest and stake in preserving the best of what we hold self evident in the American way of life.

KENNETH V. LOTTICK
Willamette University
Salem, Ore.

Dynamic Plane Geometry, by DAVID SKOLNIK with editorial assistance of MILES C. HARTLEY. New York: D. Van Nostrand Co., 1950. 289 pages, \$2.56.

Some of the special features of this book are:

1. *It meets accepted standards.* Not only does it fulfill the requirements of the traditional course in plane geometry, but it is up-to-date in meeting the standards set forth by the requirements of *General Mathematics for the Tenth Year*.

2. *There is provision for individual difference.* This is evident in the three-track classification of exercises. The emphasis throughout the book is

laid upon the exercises rather than upon the formal proposition.

3. *There is a thorough treatment of motion and functional relationships.* The ideas of motion variation and functional relationships have been carefully developed. Few groups of exercises can be found in the book that do not contain some problems in functional relationship.

4. *There is an unusually thorough treatment of numerical trigonometry.* Since few pupils ever take a course in trigonometry, it is almost necessary to teach the fundamental principles of surveying and indirect measurement in a geometry course. This book provides generously for this necessity.

5. *Methods of thinking are emphasized.* Methods of attack and the mechanics of thinking out a proof are emphasized. Each new method is called to the attention of the pupil as soon as he has used it, and suitable exercises are provided for further practice in using it.

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geometric situations. This is done in a natural way, devoid of any artificiality.

WILLIAM A. MACCARTHY
Huntington High School
Huntington, N.Y.

The Nature of the Administrative Process, by JESSE B. SEARS. New York: McGraw-Hill Book Co., 1950. 623 pages, \$5.

This book applies to the field of educational administration the scientific analysis of the administrative process which has been so fruitful in business and government. To many of its readers it will present a unique approach. It develops, from a viewpoint new to many, the principles essential to efficient administration.

The first section deals with the theoretical and philosophical bases of the administrative process. In Part II the author delineates the forces which affect that process: authority, policy, professional ethics and social usage, and the legislative processes of education. The third part discusses the sources of information for this area of study. Most administrators will find Part II helpful in evaluating their own positions; other sections of the book will appeal to those who are teaching courses in administration.

The format and organization of this book are excellent, and a comprehensive bibliography is included.

Two critical comments which might be made concern the slight attention to evaluation as an administrative process, and the sometimes tedious discussion of theoretical detail.

H. S. FERGUSON
Peekskill, N.Y.

Psychology—Its Principles and Applications, by T. L. ENGLE. Yonkers, N.Y.: World Book Co., rev. ed., 1950. 628 pages, \$3.08.

In his foreword to *Psychology: Its Principles and Applications*, Professor Engle of the Department of Psychology, Indiana University, states that his text was prepared for the "large group of general students whose interests and backgrounds differ from those of the traditional student preparing to specialize in some branch of psychology."

The volume is, therefore, essentially a secondary-school textbook, designed for general students in grades 11, 12, 13, and 14, and it appears well adapted to the needs and interests of these groups. Wide-ranging in the scope of its content and appeal, the text achieves soundness in scholarship through emphasis upon experimental research as the final basis for dependable knowledge of human

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Foreword by Robert J. Havighurst, Professor of Education, University of Chicago

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"We have a student council in our school but it doesn't amount to much because we can't get any help from the teachers!"—*Gerald M. Van Pool*, p. 195.

I dare every school supervisor who peruses this article, to read my paper, or a similar one, to his own parents' association. How many of you will take the dare?—*Anna E. Lawson*, p. 204.

Learning democracy is a complicated task requiring the acquisition of many facts, concepts, skills, ideals, and habits, which cannot be trusted to the vagaries of the pupil-planned course.—*Frank L. Steeves*, p. 208.

Unfortunately guidance and teaching are like oil and water. They have no chemical affinity.—*Elizabeth Chase*, p. 210.

To most teacher-directors, play directing is anything but play. It is probably one of the least-liked extracurricular activities in the entire school program.—*Ralph E. Gauvey*, p. 212.

It is time we teachers call a halt to the promiscuous labelling of children's conduct and possible reactions—or else let us become better equipped for the handling of such terms.—*Rebekah R. Liebman*, p. 218.

My eighth-grade arithmetic class was working in the area of percentage. In order to make the subject as meaningful as possible we had arranged the movable desks so that they formed a large per cent sign. This proved to be such a satisfactory approach that on some days we spent the whole class period working out variations of this formation. . . .—*Don Gospill*, p. 230.

First: thou shalt not place any other Gods above the Fire God of Superintendency, who shall decide everything for everybody without consulting anybody.—*Ralph A. Ringgenberg*, p. 237.

Reading tests showed at what level these children were capable of reading, and it may be interesting to know that this particular [seventh-grade] group had a reading span which rainbowed from easy third-grade level to the college plane.—*Lorrene L. Ort*, p. 242.

Articles featured in the December Clearing House:

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behavior. With the advantage of suggestions from teachers and students over the past five years, Professor Engle has made a general revision of the version of 1945.

The contents are divided into six areas which the author calls "units," in line with the style of modern textbook writing. These content areas include discussions of psychology as a science, patterns of human behavior and how they develop, learning, mental hygiene, personal and social adjustment, vocational efficiency, and marriage and the family. Each of the seventeen chapters contains numerous illustrations, diagrams, vocabulary builders, additional references, and suggested activities.

Although an informal check appears to indicate that high schools with enrolments exceeding 500 pupils more frequently offer courses in psychology than do the smaller schools, this reviewer is of the opinion that a greater emphasis on the study of human behavior at the secondary level is a desirable curriculum objective. Professor Engle's textbook is a significant contribution to this end.

KENNETH O. HOVER
School of Education
New York University

Vitalized Chemistry, by RUSSELL T. DES JARDINS, ed. by GEORGE C. JOB and THEODORE C. SARGENT. New York: College Entrance Book Co., rev. ed., 1950. 374 pages, paper bound, 75 cents.

Vitalized Chemistry is a concise, easily readable text which covers the essentials of the modern high-school course. Two-color printing in red and black is used effectively in diagrams, equations, and text to spotlight important concepts for the pupil. Definitions of terms and significant laws are italicized for emphasis.

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well-organized, and comprehensive summary of the subject matter of chemistry.

IRVING RATCHICK
Blank School
Freeport, N.Y.

Pamphlets Received

The Newly Appointed Teacher, by METROPOLITAN SCHOOL STUDY COUNCIL. New York: Bureau of Publications, Teachers College, Columbia University, 1950. 49 pages, 60 cents.

High School Handbook, by MARGARET E. BENNETT. Chicago: Science Research Associates, Inc., 1950. 48 pages, 40 cents.

Vocational Advisory Committees, by the COMMITTEE ON RESEARCH AND PUBLICATIONS. Washington, D.C.: American Vocational Association, Inc., 1950. 59 pages, 25 cents.

Problems in Counselor Training, edited by EMERY GILBERT KENNEDY. Pittsburg, Kansas: Kansas State Teachers College, 1950. 79 pages, free.

Teaching America's Heritage of Freedom, Annual Proceedings of the Middle States Council for the Social Studies, edited by GEORGE I. OESTER. Philadelphia, Pa.: Germantown High School, 1950. 79 pages, \$1.

Handbook for Group Development, by RONALD LEVY and RHEA OSTEN. Chicago: Socioeconomic Research Associates, 1950. 34 pages, \$1.50.

Syracuse Youth Who Did Not Graduate, by BOARD OF EDUCATION (Harry P. Smith, Director, Research Division). Syracuse, N.Y.: Board of Education, 1950. 61 pages, free.

Planning Student Activities in the High School, by GORDON KLOFF. Madison, Wisconsin: Wisconsin High School Forensic Association, 1950. 93 pages, 25 cents.

High School-College Curriculum Articulation in Minnesota, by COMMITTEE ON HIGH SCHOOL-COLLEGE RELATIONSHIPS. Minneapolis: Bureau of Educational Research, 1950. 63 pages, free.

Core Curriculum, by GRACE S. WRIGHT. Washington, D.C.: Federal Security Agency, Office of Education, Bulletin No. 5, 1950. 32 pages, 15 cents.

The Teaching of Science in Public High Schools, by PHILIP G. JOHNSON. Washington, D.C.: Federal Security Agency, Office of Education, Bulletin No. 9, 1950. 48 pages, 20 cents.

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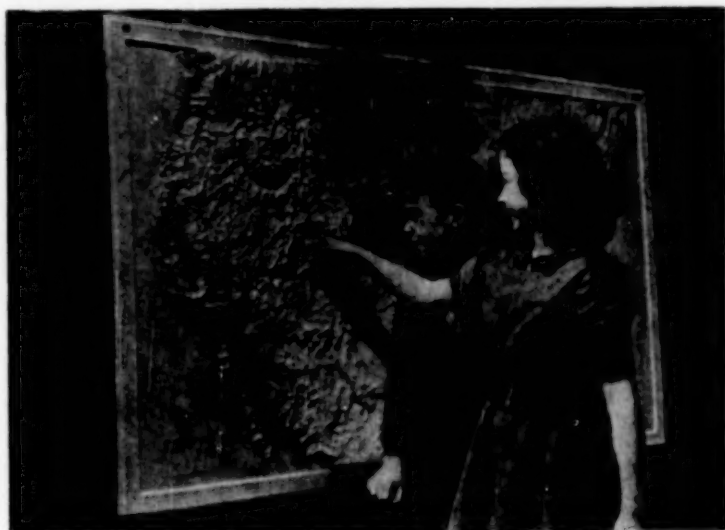
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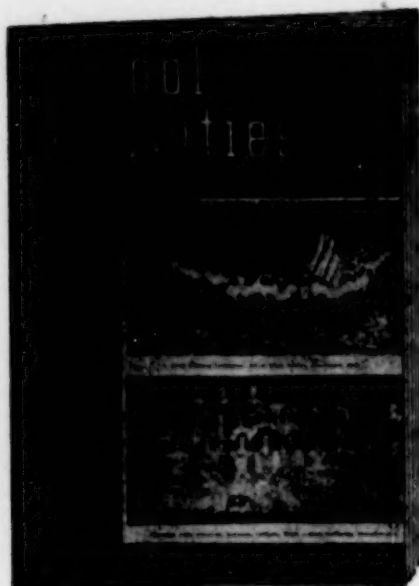
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